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ABSTRACT

A study was conducted at William Rainey Harper College (WRHC) to gather follow-up data on transfer-oriented students 1 year after they had accumulated at least 48 hours of credit at WRHC. All 824 alumni meeting these criteria were mailed a survey form asking about their current status, their evaluation of WRHC, and their activity pattern while at WRHC. Study findings, based on an 83% response rate, included the following: (1) 29% of the respondents were employed full-time, and 74% were in college (59% full-time, 15% part-time); (2) 16% were still enrolled at WRHC; (3) among those who had left WRHC, 69% had transferred to another college and 55% remained in fields closely related to their WRHC major either on their present job or in their major field at their new college; (4) only 55% of the total group had earned an associate degree; (5) respondents reported receiving the most benefit from attending WRHC in the areas of broadening their horizons and increasing maturity and self-confidence; (6) the grade point averages of transfer alumni remained fairly stable after transferring, and was comparable to that of other community college transfers and native four-year college students; and (7) survey respondents rated WRHC much higher in a number of areas than past alumni. The study report includes extensive data tables and the survey instrument. (LAL)

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William Rainey Harper College

Follow-Up Study of [illegible] Harper Transfer Students

Office of Planning and Research

JC 860 341

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A B S T R A C T

THE PURPOSE OF THIS STUDY WAS TO FOLLOW UP TRANSFER ORIENTED STUDENTS ONE YEAR AFTER THEY HAD ACCUMULATED AT LEAST 48 SEMESTER HOURS OF CREDIT AT HARPER COLLEGE. ALL 824 ALUMNI MEETING THESE CRITERIA WERE MAILED A SURVEY FORM ASKING ABOUT THEIR CURRENT STATUS, THEIR EVALUATION OF HARPER AND THEIR ACTIVITY PATTERN WHILE AT HARPER. AFTER FOLLOW-UP PROCEDURES WERE COMPLETED, AN 83 PERCENT RESPONSE RATE WAS ATTAINED. DATA ON HARPER TRANSFER STUDENTS NOW ATTENDING FOUR-YEAR COLLEGES WAS ALSO ANALYZED.

THE RESULTS OF THIS STUDY SHOWED THAT ONE YEAR AFTER LEAVING HARPER, 69 PERCENT OF THE TRANSFER ALUMNI HAVE ALREADY ENROLLED IN ANOTHER COLLEGE AND EVENTUALLY THIS PERCENTAGE WILL REACH 85 PERCENT. PERFORMANCEWISE, HARPER STUDENTS DO WELL. THEIR GPA ON THE AVERAGE REMAINS STABLE AFTER TRANSFERRING AND IS COMPARABLE TO OTHER COMMUNITY COLLEGE TRANSFERS AND NATIVE STUDENTS AT MOST COLLEGES.

OVER HALF OF THE ALUMNI WHO LEAVE REMAIN, EITHER IN COLLEGE OR ON THEIR JOB, IN FIELDS CLOSELY RELATED TO THEIR MAJOR AT HARPER. OVER ONE-THIRD OF THE TRANSFERRING MAJORS ARE IN BUSINESS-RELATED FIELDS. ONE OUT OF FIVE TRANSFER TO NORTHERN ILLINOIS UNIVERSITY WHILE ONE OUT OF SEVEN TRANSFER TO COLLEGES OUT OF STATE. ALUMNI REPORT THAT OVER 90 PERCENT OF THEIR COURSE WORK AT HARPER TRANSFERS SUCCESSFULLY.

ALUMNI INDICATED ONE OF THE LARGEST BENEFITS RECEIVED FROM HARPER WAS BROADENED HORIZONS. THIS 1983 TRANSFER ALUMNI CLASS RATED HARPER MUCH HIGHER IN A NUMBER OF AREAS THAN PAST ALUMNI AND THESE PAST ALUMNI HAD RATED HARPER HIGHLY THEMSELVES. USE OF THE COMPUTER BY ALUMNI AT HARPER SEEMS TO HAVE DECLINED DURING THE LATE '70S AND EARLY '80S. WITH ADDITIONAL STAFFING AND RESOURCE CHANGES IN THE ACADEMIC COMPUTING AREA, THIS SHOULD TURN AROUND IN THE MID '80S.

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APPENDIX

Survey Instrument with Cover Letter

PURPOSE

The purpose of this study was to follow up all transfer oriented students one year after they had accumulated at least 48 semester hours of credit at Harper College. The study also examined transfer student data sent to Harper by the senior colleges and universities. This research project was designed to help evaluate how well Harper prepares its students to transfer into baccalaureate degree programs at a number of colleges and universities.

POPULATION SURVEYED

All 824 transfer oriented students who reached 48 or more semester hours during the 1982-1983 academic year were surveyed. After follow-up procedures were completed, the return rates achieved were:

	Number	Percent
Mail Responses	321	38.9
Responses received over the telephone	360	43.7
Total number of responses	681	82.6
Refused to answer	16	1.9
Non-Forwardable	13	1.6
Could not be reached by telephone	114	13.9
Total	824	100.0

In addition, all transfer data sent to Harper from senior institutions from 1981 to present was analyzed and included in this study.

METHOD USED

The survey form, shown in the appendix, was developed by the Office of Planning and Institutional Research in 1969 and modified over the years using input from vice presidents, deans, and directors. This instrument requests students' current status, evaluation of Harper, and activity pattern while at Harper. This instrument and the cover letter were mailed to the target population one year after they had accumulated 48 hours at Harper. Three weeks later, a second mailing was sent to the non-respondents. After another three weeks, those still not responding were surveyed over the telephone. This study was conducted every year in the early history of Harper, but since 1975 it has been conducted every other year. Data from this 1983 alumni study is compared with data from the past surveys.

DISCUSSION OF RESULTS

About one-third of the transfer alumni surveyed were business majors while at Harper and this has remained constant since 1977. Another 22 percent were liberal arts majors when at Harper while 9½ percent were engineering majors.

Among the whole alumni group surveyed, 29 percent are employed full time and 74 percent are enrolled in college (59% full time, 15% part time). Less than one percent are unemployed by choice and only 2 percent are unemployed or not enrolled in college for any reason. Sixteen percent of this total alumni group surveyed are still enrolled at Harper. If only those who left Harper are considered,

DISCUSSION OF RESULTS (continued)

we find that 69 percent have already transferred to another college. It is known from long-term follow-up studies that eventually 85 percent will transfer to another college. Among those who have left Harper, 55 percent remain in closely related fields either on their present job or in their major field at their new college.

All these students had accumulated 48 or more hours at Harper and so were close to earning an associate degree. However, only 55 percent of the total group had achieved a degree while among those who had left Harper, 62 percent had achieved an associate degree. This was the lowest percentage in Harper's history of surveying transfer alumni.

Alumni were asked to rate the areas of self-development as to the benefit they received while attending Harper. They reported receiving the most benefit in the area of broadening their horizons which was followed by increasing maturity and self-confidence. The third most valuable area was developing communication skills which was rated as somewhat beneficial at Harper. Developing job knowledge, job skills and managerial skills were rated much lower on the benefit scale.

Considering only those alumni who have transferred to another college, 20 percent are attending Northern Illinois University, 9 percent are at Illinois State, 8 percent are at University of Illinois/Champaign, and 7 percent attend University of Illinois-Circle Campus, while 14 percent are enrolled at colleges outside of Illinois. In regard to their present field at their new college, 34 percent are in business, 11 percent in social sciences, 9½ percent in engineering or technology, 6½ percent in education, 5.7 percent in journalism, 5½ percent in health-related fields and 4.7 percent in biological sciences. Moreover, 71 percent of these major fields are closely related to their major field while at Harper. These alumni reported that 90½ percent of their courses transferred successfully. Their average GPA at their new college was 3.00 which is slightly higher than their 2.96 GPA at Harper. The average annual cost of their new college was $4,000 as compared to $3,400 reported by the 1981 transfer alumni. When asked to offer comments on how Harper eased the transfer process or made it more difficult, 57 percent of the comments were positive, 19 percent were mixed and 24 percent were negative. This was the lowest percentage of negative comments among the three surveys where this question was used (1979 and 1981 were previous transfer alumni surveys).

When looking at Harper transfer alumni performance at individual colleges, the traditional transfer shock (drop in GPA from community colleges to four-year colleges) exists only for University of Illinois/Champaign. There the GPA drops .25 the first semester but then recovers each semester thereafter. In fact, research reports from there indicate that after two years, GPA and persistence rates are much better for Harper transfers than other community college transfers and are even very close to native students at that point. Analysis of the alumni survey data shows that alumni transferring to other colleges in Illinois actually increased their GPA. Moreover, substantial increases in GPA were recorded by students transferring to Northeastern Illinois University and Eastern Illinois University. Reports from many of these colleges showed that Harper transfers compared very well with other community college transfers and native students.

The alumni were asked a series of evaluation questions about various aspects of Harper College. One question asked them to rate a number of services and qualities at Harper. Areas which were rated as better than very good were

hearing impaired services, disabled student services, tutoring, study skills improvement, teaching faculty, veterans surveys and the learning resource center. Course selection was rated as very good. Students who had transferred were asked to rate these same services and qualities at their new institution. Services and qualities which were rated as better at Harper than at the new institution were hearing impaired services, tutoring, study skills improvement, veterans services, Illinois job service, disabled student services, records and registration, remedial and developmental courses, food service, women's program, and the admissions program. On the other hand learning atmosphere, intramurals, student activities, and intercollegiate athletics were rated as better at their new college.

Alumni were also asked which courses were most beneficial and which were least beneficial. General business, speech, English, math, economics and psychology were nominated as the most beneficial. Overall, more than 2½ courses were nominated as most beneficial for every course nominated as least beneficial. This is the highest ratio ever for transfer alumni surveys. When asked which courses they wish they had taken when at Harper there were 36 nominations of courses in business related areas, 33 in communications, literature and humanities, 22 in math and quantitative skills, 15 in the sciences, 11 in the social sciences, 9 in engineering, 9 in vocational areas, 7 in self-development, 5 in health related fields and 4 in education.

The use of computer facilities while at Harper was reported by the alumni through this survey. Usage depended on trends in the computer field as well as faculty interest in using the computer as part of the classroom experience. For example, batch entry of programs by data processing students at the Building A mainframe facility was phased out in the summer of 1983. This is reflected by the use of batch entry by different alumni classes. In 1979, some 19 percent of the transfer alumni reported they used batch entry but this fell to only 7 percent of the 1983 transfer alumni using batch entry. Even more dramatic was the drop in usage of Building D computer facilities in the late '70s and early '80s. For example, some 52 percent of the 1979 transfer alumni used this facility when at Harper while only 22½ percent of the 1983 transfer alumni ever used the Building D computer facility. About one quarter of the 1983 alumni said they used the computer facility in Building I at some time. Overall use of the computer by students has been steadily declining. Among the 1975 transfer alumni, 68 percent said they used some computer facility at Harper but by 1983 only 43 percent reported using any computer facility at the College. With the addition of an academic computing administrator, this trend should reverse itself. While overall usage of computers at Harper has been declining, the percentage of alumni who report that usage of the computer at Harper has helped them in their present situation has remained constant over the years at about the 25 to 30 percent range.

Around 30 percent of the 1983 transfer alumni reported making major changes in their educational goals while at Harper and this has remained fairly constant over the years. Among those who changed educational goals, 42 percent used the services of student development counselors while 24 percent consulted with faculty members. More than half (51%) of the 1983 alumni said they saw a counselor at some time other than registration and among this group, 36 percent stated the advising received was very helpful and this percentage is the highest ever recorded from transfer alumni.

When asked about financial aid, about two-thirds of the 1983 transfer alumni say they do not qualify or require financial aid and this has remained constant over the years. Some 24 percent of the 1983 alumni group received some type of financial aid and that is an all-time high. Only 2 percent said they were dissatisfied with the services received and this is an all-time low.

Alumni were also asked to rate various student activities as to their benefit to them. The Harbinger was rated as the most beneficial. Others rated highly were concerts, guest speakers and films. Almost one quarter (24%) participated in extracurricular activities while at Harper. The average time spent in extracurricular activities for all the alumni was 1½ hours per week. This has remained fairly constant since 1975.

When alumni were queried about informal activities such as cafeteria, pool, Building M, lounges, etc., over half (55%) said they spent at least one hour per week at Harper in such activity. Each student averaged about 3 hours per week in informal activities on the campus and this has been declining over the years.

Most students hold jobs while attending Harper. Over the years almost 90 percent of the alumni report they held jobs while at Harper. Some 19 percent worked full time. Overall, the alumni averaged 20½ hours of employment per week while attending Harper. Among the jobs the alumni held, only 37 percent were related or beneficial to their educational field at Harper.

Finally, these former students were asked to write any general comments they wished. Among the 1983 alumni, 70 percent of the comments were positive, 14 percent were mixed, and 16 percent were negative. This percentage of positive comments is much higher than in past years. The biggest bulk of comments centered on their overall experience at Harper but there was also a large number of comments about individual faculty members.

MAJOR CONCLUSIONS

One year after leaving Harper, 69 percent of the transfer alumni have already enrolled in another college and eventually this percentage will reach 85 percent. Performancewise, Harper students do well. Their GPA on the average remains stable after transferring and is comparable to other community college transfers and native students at most colleges.

Over half of the alumni who leave remain, either in college or on their job, in fields closely related to their major at Harper. Over one-third of the transferring majors are in business-related fields. One out of five transfer to Northern Illinois University while one out of seven transfer to colleges out of state. Alumni report that over 90 percent of their course work at Harper transfers successfully.

Alumni indicated one of the largest benefits received from Harper was broadened horizons. This 1983 transfer alumni class rated Harper much higher in a number of areas than past alumni and these past alumni had rated Harper highly themselves. Use of the computer by alumni at Harper seems to have declined during the late '70s and early '80s. With additional staffing and resource changes in the academic computing area, this should turn around in the mid '80s.

SUMMARY OF RESULTS

Major Field While at Harper

	1975	1977	1979	1981	1983
Business	22.9	33.1	31.9	33.8	32.1
Humanities and Liberal Arts	25.6	24.1	23.3	25.2	22.2
Engineering	4.9	7.0	9.9	8.3	9.4
Education	4.8	2.8	2.2	2.5	6.2
Biological Sciences	8.9	8.0	9.0	6.4	5.5
Art	5.3	5.8	6.9	4.2	3.8
Pre-Medical Field	4.2	2.3	3.1	2.3	3.7
Psychology	4.9	2.9	1.5	2.0	3.7
Music	2.4	1.5	1.9	2.5	2.8
Other Social Sciences	5.2	3.4	2.5	3.8	2.5
Physical Education	2.0	2.5	.3	1.9	2.5
Physical Science	2.3	1.8	2.9	4.9	2.1
Mathematics	1.7	1.5	2.0	.8	1.8
Communications	1.8	.8	.6	.6	1.2
Pre-Law	.7	1.5	1.1	.7	.4
Architecture	2.4	1.0	.9	.1	.1
	100.0	100.0	100.0	100.0	100.0
Number of Responses	449	398	324	683	679

Present Status

	1974	1975	1977	1979	1981	1983
Employed FT, not enrolled in college	16.0	17.4	17.6	10.2	18.2	20.1
Employed FT, enrolled in college part time	11.3	9.1	12.8	15.4	9.4	7.1
Employed FT, enrolled in college full time	3.1	2.4	1.8	4.0	3.1	1.9
Enrolled in college FT, employed part time	18.7	18.3	19.3	20.0	18.9	17.8
Enrolled in college FT, not employed	42.1	45.0	36.4	34.3	33.4	39.8
Enrolled in college PT, employed part time	4.0	3.1	5.3	5.3	4.2	5.3
Employed PT, not enrolled in college	1.7	1.6	1.5	2.8	6.4	3.5
Enrolled PT, not employed	.4	2.0	2.5	5.6	2.9	2.4
Armed Forces	0	0	.3	0	.4	.1
Unemployed, not enrolled but seeking employment	1.0	.5	.7	.6	1.9	.9
Homemaker	0	.2	1.8	.6	.6	.7
Unemployed or not enrolled, other situations	1.7	.4	0	1.2	.6	.4
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	480	449	398	324	683	681

Educational Goals

	1974	1975	1977	1979	1981	1983
Presently enrolled FT in college	64.0	65.7	57.5	58.3	55.4	59.5
Presently enrolled PT in college	15.6	14.3	20.6	26.2	15.8	14.7
Plan to return to college next year	7.7	8.7	8.3	5.3	13.6	11.5
Plan to return to college some day	5.8	4.5	7.3	4.3	6.5	5.4
Enrolled now in specific training program	.6	3.1	.3	.3	.8	.4
Have no plans at present to continue education	3.8	2.7	3.0	2.5	1.9	3.8
Educational plans unknown	2.5	1.1	3.0	3.1	6.0	4.7
	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	480	449	398	324	682	681

Graduation from Harper

Associate in Applied Science	4.9	3.1	1.8	5.9	1.8	2.9
Associate in Science	17.4	15.2	13.1	19.2	23.6	19.4
Associate in Arts	40.8	39.6	40.9	41.8	29.5	31.4
Associate in Liberal Studies	0	0	0	.3	0	.3
Combination of Degrees	1.5	3.3	.7	2.8	1.6	1.2
Certificate	.9	1.6	2.3	.6	.9	.3
No degree or certificate	34.5	37.2	41.2	29.4	42.6	44.5
	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	466	449	398	323	682	681

Reasons for Not Getting Degree

Did not meet all the requirements yet	3.4	4.2	7.4	37.5	39.9
Preferred transferring to another college	33.3	37.7	31.6	24.1	35.8
Still enrolled at Harper	41.8	38.9	37.9	15.7	10.9
Did not want AA degree	1.7	0	5.2	8.9	4.9
New job opportunity	.9	1.8	0	.3	1.5
Did not bother to petition	--	--	--	--	1.3
Job demand	.9	1.2	0	.7	1.2
Had taken all courses I originally wanted to take	3.4	2.4	3.1	4.1	1.0
Educational goals were not defined	4.3	2.7	1.0	2.5	.7
Moved	.9	1.2	0	.9	.7
Family responsibilities	.9	.6	0	.7	.7
Harper offered no further courses I wanted	.8	3.6	1.1	1.7	.5
Personal problems	5.1	4.5	2.1	.5	.3
Saw no relationship between courses and my personal, occupational or educational goals	--	1.2	1.1	.3	.3
Left Harper without transferring to another institution or specifying why they did not complete a degree at Harper	0	0	9.5	1.7	.3
Was not given proper guidance	1.7	0	0	0	0
Problem in financing further education	.9	0	0	.4	0

EMPLOYMENT

Classification of Present Occupation	1974	1975	1977	1979	1981	1983
Business or Finance	17.7	12.1	15.9	20.7	12.1	16.9
Food Service	0	0	8.1	7.8	10.6	10.8
Sales	9.8	6.0	4.5	6.2	7.1	10.1
Retail Stores	2.3	17.0	12.2	14.9	13.4	9.9
Office or Clerical	16.6	9.4	13.1	14.0	11.5	9.9
Trades	8.7	8.1	7.9	9.1	4.3	5.5
Medical Fields	5.3	5.4	4.7	6.2	4.4	4.7
Educational	6.0	6.7	5.2	5.0	3.7	4.4
Unskilled Custodial	--	--	--	--	5.3	3.7
Computer Field	--	--	--	--	3.1	3.7
Engineering or related Technology	4.9	6.0	5.2	3.3	4.3	3.2
Communication or Entertainment	0	0	0	1.7	2.4	2.8
Factory Semi-skilled	7.5	8.1	10.3	3.3	7.3	2.6
Police/Fire/Security	--	--	--	--	1.5	2.6
Transportation	0	0	3.9	0	2.1	2.4
Legal, Governmental or Political	3.0	.7	3.4	3.3	1.7	2.4
Agricultural or Environmental	0	0	.4	.4	.5	1.6
Art or Humanities	1.5	2.7	1.1	.4	1.8	1.2
Social or Religious	2.3	2.0	2.8	1.2	2.0	1.1
Scientific	4.9	2.5	1.3	2.5	.9	.5
Other	9.4	7.4	0	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	265	149	233	121	399	379

Level of Employment

Status Rating	Status Description					
1	Unskilled labor	17.7	13.9	14.4	13.5	11.7	7.4
2	Semi-skilled labor	29.2	37.9	34.9	25.4	33.2	29.1
3	Technician/Skilled labor, foreman	12.8	11.7	17.5	17.8	17.9	16.7
4	Beginning Professional	30.0	25.0	27.9	31.9	29.9	35.7
5	Experienced professional second line supervision	9.1	8.4	4.4	10.3	7.0	10.1
6	Researcher/Middle Management	.8	2.2	.9	.6	.3	.5
7	Vice President Level/ Higher	.4	.8	0	.5	0	.5
		100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		243	227	229	185	394	378
Mean Status Rating		2.88	2.86	2.76	3.04	2.88	3.16

Relatedness of Job to major at Harper Index	Degree of Relatedness	1974	1975	1977	1979	1981	1983
3	Identical	9.4	10.6	10.9	13.9	7.7	10.8
2	Closely related	11.8	14.1	13.9	22.5	16.5	15.8
1	Somewhat Related	17.6	19.0	18.7	20.8	23.0	17.4
0	Not Related	61.2	56.3	56.5	42.8	52.8	56.0
		100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		245	237	230	182	405	379
Mean Relatedness Index		.68	.79	.79	1.07	.79	.82

Annual Salary Range						
Under $3,328	3.4	.8	1.7	0	0	--
$ 3,328 - $ 4,159	0	0	0	1.2	0	0
$ 4,160 - $ 4,999	5.9	2.6	0	0	.6	--
$ 5,000 - $ 6,999	20.4	20.3	12.2	0	0	1.2
$ 7,000 - $ 8,999	20.4	24.8	13.9	9.5	3.3	4.7
$ 9,000 - $ 9,999	10.2	10.7	14.8	15.5	6.1	4.1
$10,000 - $11,999	18.6	13.3	15.7	19.0	13.3	14.1
$12,000 - $14,999	12.7	7.9	21.7	15.5	25.0	18.2
$15,000 - $19,999	5.9	12.5	14.8	25.0	28.9	25.9
$20,000 - $24,999	2.5	5.3	3.5	7.1	13.9	17.7
$25,000 - $30,000	0	1.8	1.7	6.0	3.9	9.4
$30,000 - $40,000	0	0	0	1.2	3.3	4.7
Over $40,000	0	0	0	0	1.7	0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	118	113	115	84	180	170
Mean Salary	$9547	$9592	$11,839	$14,497	$16,881	$17,588
Median Salary	$9000	$9125	$10,944	$12,923	$15,288	$16,477

Areas that Benefited Students While At Harper College	1979		1981		1983	
	Number	Mean Index	Number	Mean Index	Number	Mean Index
Broadened Horizons	--	--	198	1.30	161	1.30
Maturity and Self Confidence	105	1.08	194	1.15	170	1.18
Communication Skills	111	1.07	193	1.04	171	1.01
Managerial Skills	106	.78	187	.75	165	.73
Specific Job Knowledge	108	.55	191	.60	163	.54
Technical Job Skills	107	.50	189	.50	162	.47

Index: 2 = Harper helped considerably
1 = Harper helped somewhat
0 = Harper did not help at all

Method of Finding a Job	1977	1979	1981	1983
Found my job all on my own	22.7	9.7	38.2	27.5
Family, relative, or friend helped me	15.4	32.3	25.4	23.9
Working on same job which I had before enrolling at Harper	44.0	15.3	12.5	20.2
Newspaper	6.8	17.8	12.0	11.2
State Job Service	0	1.6	2.6	5.1
Faculty Member helped me	2.5	2.4	.8	3.4
Employment Agency	.9	3.2	4.4	2.5
Public Library, Park District, Community Theater, High School, Church	--	--	.8	1.7
Other College staff or offices helped	--	--	.8	1.7
Another college helped me	--	3.2	.8	1.1
Employer referral	--	--	.2	1.1
Placement Test	2.6	.8	.2	.6
Coordinator of my program helped find it	2.6	4.8	1.3	0
Placement office helped me	2.5	8.9	0	0
Found job through other sources (Unspecified)	0	0	0	0
	100.0	100.0	100.0	100.0
Number of Responses	117	124	388	178

Geographic Location of Jobs Job Location	Distance Index	1975	1977	1979	1981	1983
Downtown	2	2.6	.2.1	5.4	4.2	3.4
Outer fringes of Chicago	1	7.0	6.5	9.2	3.1	4.1
Northwest Suburbs	0	62.7	67.6	52.4	72.7	78.8
Other Chicago area Suburbs	1	14.9	9.1	16.8	9.5	7.1
Within 40-100 miles of Harper	3	5.3	3.9	7.6	5.6	2.1
100-500 miles away	4	6.6	6.9	7.0	3.4	1.3
More than 500 miles away	5	.9	3.9	1.6	1.5	3.2
		100.0	100.0	100.0	100.0	100.0
Number of Responses		228	232	185	405	379
Mean Distance Index		.74	.78	.96	.59	.46

EDUCATION INFORMATION

College or University Enrolled In	All Alumni Enrolled in College						
	1973	1974	1975	1977	1979	1981	1983
Harper	8.0	16.0	20.1	26.1	41.3	22.1	22.6
Northern Illinois	24.8	18.1	19.8	24.8	14.8	21.3	15.4
Other Colleges	18.1	10.7	13.7	9.7	9.2	11.4	10.7
Illinois State	10.0	7 4	5.0	5.2	5.9	6.1	7.1
University of Illinois/Champaign	7.7	10.5	9.7	5.2	4.4	6.8	6.3
University of Illinois/Chicago	5.1	6.4	5.3	5.2	3.3	4.1	5.5
Northeastern Illinois	7.3	7.1	3.3	4.8	1.5	3.1	4.0
Eastern Illinois	1.8	2.0	3.9	.6	4.4	2.0	4.0
Roosevelt	0	.9	.3	.3	1.8	4.9	3.4
Western Illinois	3.3	5.9	4.7	1.6	1.5	1.6	3.2
Southern Illinois	4.7	5.4	5.0	6.4	3.7	1.9	3.0
DePaul	.7	1.4	.8	.6	1.1	1.8	2.4
Loyola	2.2	2.5	1.1	1.9	1.9	3.5	2.2
Elmhurst	2.2	2.8	3.1	1.0	1.5	2.3	1.8
Bradley	.3	.3	0	.3	.7	.8	1.6
University of Iowa	0	0	.2	.7	.4	.6	1.2
University of Arizona State	.4	.6	.3	1.6	.7	.9	1.0
Lake Forest College	--	--	.5	0	0	0	.8
George Williams	--	--	.6	.3	0	.4	.8
Columbia College	0	0	0	0	0	.6	.6
Barat College	--	--	.3	.3	0	0	.6
Western Michigan	--	--	.3	.3	0	.2	.6
University of Wisconsin/Madison	1.8	1.1	1.1	1.6	1.5	1.0	.4
Marquette	0	0	.3	0	0	.6	.4
Trinity College	.7	0	.3	0	0	.8	.2
University of Arizona	.4	.9	.3	1.3	.4	0	.2
IIT	.4	0	0	0	0	.6	0
College of DuPage	0	0	0	0	0	.6	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	286	353	359	311	271	489	504

Education Information (continued)

College or University Enrolled in	Only Alumni Who Left Harper College						
	1973	1974	1975	1977	1979	1981	1983
Northern Illinois	27.0	21.5	24.8	33.5	25.2	27.3	20.0
Other Colleges	19.6	12.8	17.2	13.1	15.6	14.5	13.8
Illinois State	11.0	8.8	6.2	7.0	10.1	7.9	9.2
University of Illinois/Champaign	8.4	12.5	12.1	7.0	7.5	8.7	8.2
University of Illinois/Circle	5.5	7.6	6.6	7.0	5.6	52.	7.2
Northeastern Illinois	7.9	8.5	4.1	6.5	2.6	3.9	5.1
Eastern Illinois	2.0	2.4	4.9	.8	7.5	2.6	5.1
Roosevelt	0	1.1	.4	.4	3.1	6.3	4.4
Western Illinois	3.6	7.0	5.9	2.2	2.6	2.1	4.1
Southern Illinois	5.1	6.4	6.2	8.7	6.3	2.4	3.8
DePaul	.8	1.7	1.0	.8	1.9	2.4	3.1
Loyola	2.4	3.0	1.4	2.6	3.2	4.5	2.8
Elmhurst	2.4	3.3	3.9	1.3	2.5	2.9	2.3
Bradley	.4	.3	0	.4	1.3	1.0	2.1
University of Iowa	0	0	.3	.9	.6	.8	1.5
University of Arizona State	.4	.7	.4	2.2	1.2	1.2	1.3
George Williams	--	--	.7	.5	0	.5	1.0
Lake Forest College	--	--	.7	0	0	0	1.0
Columbia College	0	0	0	0	0	.8	.8
Barat College	--	--	.4	.4	0	0	.8
Western Michigan	--	--	.3	.4	0	.3	.8
University of Wisconsin	2.0	1.3	1.4	2.2	2.5	1.3	.5
Marquette	0	0	.3	0	0	.8	.5
Trinity College	.7	0	.4	0	0	1.0	.3
University of Arizona	.4	1.1	.4	1.7	.7	0	.3
IIT	.4	0	0	.4	0	.8	0
College of Dupage	0	0	0	0	0	.8	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	264	297	287	230	159	381	390

Other Colleges or Universities Enrolled in by 1983 Transfer Alumni

Florida Atlantic University
University of Wisconsin, Whitewater
University of Chicago
University of Wisconsin, Plattville
Winona State
Wheaton College
Purdue
University of New Mexico
University of Maine
Ball State University
Wright State, Dayton, Ohio
Triton College
National College of Education
Ippolito Beauty Academy
University of Kentucky, Lexington
Vanderbilt University, Nashville, Tenn.
Insurance Institute of Chicago
George Mason University
Flagler, Florida
Mankato State University
University of Kansas
Indiana University, Bloomington
Moody Bible Institute
University of Wisconsin, Oshkosh
Northwestern
University of Valparaiso, Indiana
University of South Florida
Oakland University, Rochester, MI.
St. Francis School of Nursing
Ray Vogue College of Design
St. Mercy College, Iowa
Carthage College, Kenosha, WI.
Southeast Missouri State University
Northwest State, Louisiana
University of North Dakota
Mundelein College
Rockford College
University of Texas
Quincy University
Kansas State
Beloit College
University of Illinois/Hlt.& Services

Class Standing

Class Level	Level	1973	1974	1975	1977	1979	1981	1983
Freshman	1	0	0	0	.6	.7	.2	.6
Sophomore	2	7.8	9.2	16.0	22.3	21.6	16.7	17.1
Junior	3	81.6	80.1	73.0	66.7	56.4	62.5	69.2
Senior	4	8.2	7.4	6.5	7.8	19.8	17.7	10.5
Professional School	5	1.5	1.4	.3	0	.4	1.9	1.2
Graduate School	5	.4	.5	3.1	.6	0	.2	1.0
Unclassified		.5	1.4	1.1	2.0	1.1	.8	.4
Number of Responses		--	367	356	309	273	486	504
Average Class Level		3.02	3.02	2.97	2.85	2.97	3.05	2.97

Present Major Field	1973	1974	1975	1977	1979	1981	1983
Business	21.7	27.5	25.9	34.0	37.1	33.0	34.2
Engineering and Technology	3.9	4.8	4.2	8.1	11.6	11.0	9.5
Other Social Sciences	20.7	6.3	3.8	4.4	3.5	6.0	5.6
Medical and Health Fields	--	3.5	4.7	3.2	7.0	5.6	5.5
Humanities and Liberal Arts	11.8	6.6	3.8	3.2	5.1	4.9	3.4
Education	18.7	10.1	11.6	6.8	4.6	4.7	6.6
Computer Science	--	--	--	1.6	1.1	4.6	3.8
Psychology	--	7.6	11.2	4.7	2.7	4.2	5.3
Art	--	4.3	6.6	7.0	5.1	3.8	3.4
Biological Sciences	11.3	7.6	5.5	3.7	6.5	3.8	4.7
Physical Education	--	3.0	2.0	4.2	1.6	2.5	1.8
Physical Science	--	1.8	4.0	1.8	2.7	2.4	1.0
English/Literature/Speech/ Theater	3.9	4.0	6.4	1.0	1.1	2.4	2.4
Law Related	1.0	1.0	.4	2.9	1.6	2.4	.6
Journalism	1.0	--	.9	1.9	1.9	1.9	5.7
Language	0	1.5	.9	1.0	.6	1.4	.1
Home Economics	.5	1.5	.9	1.9	1.6	1.3	
Mathematics	4.5	2.3	1.3	1.3	1.1	1.3	1.6
Music	--	--	--	--	1.9	1.2	2.6
Agriculture and Conservation	1.0	2.0	0	2.9	1.6	1.0	.2
Architecture	--	2.0	1.7	.3	0	.4	.4
Food Service and Hotel Management	--	--	--	1.0	0	.2	.6
Other	--	1.3	1.7	1.0	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	--	396	236	309	185	489	503

Relatedness of Major at Present College to Major at Harper

Relatedness Index	Degree of Relatedness	1973	1974	1975	1977	1979	1981	1983
3	Identical	48.1	46.9	46.7	53.5	46.8	39.2	46.8
2	Closely Related	27.4	22.5	24.8	20.9	30.2	29.5	24.5
1	Somewhat Related	14.7	16.6	16.2	16.0	14.9	20.8	17.5
0	Not Related	9.8	14.0	12.3	9.6	8.1	10.5	11.2
		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		--	373	334	282	235	482	498
Mean Relatedness		2.14	2.02	2.06	2.18	2.16	1.97	2.07

Transferability of Courses

Portion of Courses Taken at Harper Which were Transferred	1973	1974	1975	1977	1979	1981	1983
0 - 20 percent	1.2	1.2	.4	0	1.3	1.4	1.0
20 - 40 percent	1.9	.9	0	0	.9	1.4	1.0
40 - 60 percent	1.2	1.5	1.0	1.9	2.3	3.1	1.9
60 - 80 percent	2.8	3.9	2.9	2.0	7.2	6.1	6.0
80 - 90 percent	7.4	6.9	7.2	11.0	9.4	10.6	15.3
All but 2 or 3 courses	11.1	15.7	11.6	11.4	12.6	14.6	16.9
All but one course	12.7	11.5	17.3	9.8	11.6	13.9	13.1
Transferred all courses	61.7	58.4	49.6	63.9	54.7	48.9	44.8
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	--	332	277	255	223	424	413
Mean Percent of Courses Transferred	93.0	92.8	94.9	94.9	91.3	90.2	90.6

Grade Performance of Harper Alumni at Institutions they are now Attending Compared to Performance at Harper

Present College	1973	1974	1975	1977	1979	1981	1983
Percent of students who earned a 3.0 cumulative GPA or better	54.5	58.7	58.9	58.3	63.9	60.5	57.2
Percent of students who earned below a 2.0 cumulative GPA	3.1	2.6	1.5	3.2	2.1	2.6	1.3
Mean cumulative GPA	2.95	2.98	2.96	2.98	3.03	3.00	3.00
Number of respondents	255	346	268	218	238	352	458

Grade Performance of Harper Alumni at Institutions they are now attending compared to Performance at Harper (continued)

While at Harper College	1973	1974	1975	1977	1979	1981	1983
Percent of students who earned a 3.0 cumulative GPA or better	41.4	42.9	48.7	41.7	62.7	54.8	53.3
Percent of students who earned below a 2.0 cumulative GPA	3.6	2.6	.4	.5	.8	2.4	1.3
Mean cumulative GPA	2.86	2.81	2.88	2.92	3.03	2.93	2.96
Number of respondents	249	345	268	218	236	383	460

Annual Cost	1973	1974	1975	1977	1979	1981	1983
Less than $500	4.1	10.5	9.5	15.0	9.9	9.3	7.8
$ 500 - $ 1,000	8.7	11.8	8.7	10.4	8.1	10.8	8.7
$1,000 - $ 1,500	11.2	6.8	8.7	8.1	3.7	7.0	6.0
$1,500 - $ 2,000	11.7	11.8	11.3	5.2	4.3	6.2	3.9
$2,000 - $ 2,500	29.1	29.5	22.0	12.1	8.1	4.9	4.3
$2,500 - $ 3,000	18.9	13.1	27.2	21.4	14.3	5.1	6.6
$3,000 - $ 4,000	16.3	16.5	12.6	27.8	28.6	17.6	13.6
$4,000 - $ 5,000					12.4	17.0	17.1
$5,000 - $ 6,000					10.6	11.3	15.9
$6,000 - $ 7,000						6.6	5.4
$7,000 - $ 8,000						3.2	4.1
$8,000 - $ 9,000						.6	2.7
$9,000 - $10,000						.2	1.8
Over $10,000						.2	2.1
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	--	237	231	173	161	471	485
Mean Cost Per Year	$2171	$2022	$2084	$2148	$2927	$3324	$3919

Honors Programs Participated in at Present College

I participate in Harper's Phi Theta Kappa

Phi Betta Lambda business fraternity

Applied for membership to Omicron Delta Kappa Horon fraternity

No - I have not although the option was available to me

Not yet.

Jms. Scholar program which offers extended academic privileges to academical placement in honors courses.

Honors status requires full time attendance - they could pick up something from Harper - I was trustees honors six straight semesters at Harper.

Phi Beta Kappa

I have received no grades yet since this is my first quarter at UIC.

Experiences at Harper Which Aided the Transfer
Process or which made it more Difficult

Yes, I went to counseling services. The person I talked to had no idea of what field I should specialize or gave me any idea at how I should go about choosing. I ended up wasting a semester at Northern because I received no guidance from the counselor at Harper - until I decided on my own what to major in.

I did not keep in close contact with Valpo. Counselors were not sure of what would transfer. Basic courses were fine, but found my education lacking in the basic courses in my major - accounting.

More difficult - the Harper counselors were misleading. Three semester hours of mine were somehow lost between NIU and Harper. I was not told my Harper GPA would not transfer.

Classes as well as grading is much harder at DePaul than Harper.

The classes taken at Harper were too general. Higher level courses at Lake Forest assure knowledge on the part of the student that were not covered at Harper.

I was uncertain about my major for awhile so I got behind one semester here, because I did not have all the core courses to go in as a full junior. I might add, the core courses here are the same as for Northern Illinois.

The transfer went smoothly.

Going to Harper made my transition to a large university easier just in being familiar with the structure of a college. Attending GMU would have been a very stressful situation without my familiarity with Harper.

Harper was a good school to attend to ease slowly into college life. I would not have made it here at the university if I had come at the time I decided to go back to school. The pace is so much faster. While at Harper, I was able to become involved in a few activities which I enjoyed immensely, whereas here there is no time to get involved and I am not enjoying the experience as I did at Harper. I was also very unsure about what I wanted to study, so Harper was a good place to start with just some basic required courses for any program.

Talking to a counselor about transferring to Northern helped because she assured me that I could transfer an A.A. degree and be accepted as a junior.

My transfer was a bit difficult because I do not feel that the counseling was adequate. A suggestion I would make would be to assign students to one particular counselor or advisor who could be familiar with each student and his/her particular academic needs.

Since I was enrolled in the executive secretarial program I had to take a lot of business courses, and I feel these really helped me to get into Eastern's business school so quickly.

Certain courses I took which fulfilled requirements for me here, especially foreign language.

Counseling is important - should make sure student sticks with certain counselor. Check transfer classes - there has been a lot of overlapping.

Only that certain courses did not transfer - such as statistics, and business math.

In the area of counseling I was not given accurate information. I was informed that in reference to the course outline for U of I transfer students that I had to complete the courses listed before transferring. Not so -- it is merely an outline, not a requirement. To a certain degree I was spinning my wheels.

Because I got my A.S. degree from Harper, all of my classes transferred.

Transferring was easy for me because I took general courses at Harper.

Being able to experience college before jumping in - Harper is a pleasant transition between high school and a 4-year university. One can acquire good study habits.

Having every class taken at Harper made things much easier for me. It prepared me better for this university.

First semester numerical control at Harper is a 2-hour class. At Bradley it is a 3-hour class. Therefore it doesn't transfer. This happened with more than one of my classes. More emphasis should be placed on physics and calculus. Analytic geometry is a waste of time since most students at Bradley go from trigonometry straight into calculus.

Counseling was adequate although at times I felt like I was advising myself as to my selection of classes. I chose them and then went to a counselor for approval.

Harper testing situations are simple and set me at a disadvantage except for some classes.

The courses at Harper transferred well and those taken in economics gave me a background on which to build my present major.

Dr. Susan Korbel was the only professor that truly prepared me for a university such as this - her requirements and standards were unlike any other teacher at Harper. Advice from Mr. McGrath was wonderful but the counseling was poor from counselors. I was even told at one point that there was "no way I would be able to get into the University of Chicago transferring from Harper"! Important: The course descriptions of courses in Harper's book needs to be improved! I had difficulty proving that some courses were as intense as they actually were.

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Transfer Comments (continued)

All of my psychology courses in particular have transferred perfectly. I may have just as well gone to Western my first two years in that I am no different academically than most all of the non-transfer students. Had a good background in my education at Harper!

Courses that were recommended did not transfer as the courses we thought they would and they went towards electives which I do not have any electives left so I cannot take what I wanted to take.

I think it was beneficial to me to attend Harper instead of going to a four-year university because it was cheaper and I was able to work to save money to continue my education.

My practical experience of doing much accompanying at Harper gave me confidence, encouragement and the idea to accompany, for pay, at my present school.

Yes, I feel that Harper was more helpful to me than the present university I am attending. Some of the self-help classes and the counseling - I feel Harper did help me get ready for the bigger university.

Tests at Harper were mostly true/false, short answer and multiple choice where here they are all essay questions. Despite this, some courses at Harper helped a great deal - English, economics.

I am very pleased with my education from Harper. The courses were difficult and I feel it helped me hone my studying skills and class preparation.

I had originally planned to transfer to NIU but after one semester there I found their incompetance intolerable. Roosevelt was the school at which I had fewest general education credits to make up.

Harper was very helpful in providing all necessary information to new college, transcripts, course descriptions, etc.

The course content was quite good, but the difficulty of tests and assigned homework was not high enough.

It is a good idea to finish requirements at Harper and not to try and transfer in the middle. For example, I took CHM-121 and 122 at Harper which transferred as U of I's CHM-101 and 102. When I took the next CHM (organic) I was very far behind those people who had U of I's CHM. The same thing happened in Spanish. In math and English though I finished at Harper and all credit transferred here (U of I) and I do not need to take any more of these classes.

I felt that the courses I took were easier than I expected. This made completing the courses successfully a lot easier.

Father being employed at Harper made my education a little bit harder. Transfer programs should be made outside of this State to make transfer a little easier.

Being enrolled in the engineering transfer program made it easy to transfer and all but one class did not transfer.

I found the counselors at Harper were efficient and effective.

Harper being considered an outstanding junior college made my re-entry to NIU smooth.

The people in the admissions office were very helpful in my transferral process and made things run quite smoothly.

The compact agreement with Illinois State College worked out great - everything transferred.

My transfer would have been better if I had taken speech at Harper. I also think the counseling centers were inadequate plus some of the courses I did take were not worth anything because the instructors did not care.

Harper and ASU have very similar registration procedures and class schedules - this made the transfer less of a shock with regard to these activities.

The counseling in the center helped me select courses that would transfer to Loyola University and meet their basic core requirements. Sixty-four of the 72 credits earned at Harper were accepted. Sixty-four is the limit.

I am glad I did not take any journalism courses -- they will not be accepted at NIU - over 15 hours. The compact agreement helped me considerably. Transfer day at Harper is wonderful insight to many colleges. I may not have investigated on my own.

I do not think I took the right math - I took MTH 102 and Northwestern, I believe, will only accept 103 for the algebra requirement. Transfer day information - good. I am in my first quarter at DePaul and I do not like the program and hope to transfer which is why my participation is low.

Re: Courses transfers - most information was obtained by calling U of I to check transferability of Harper courses.

The sheets that tell what courses transfer to what schools helped a lot.

Transferring with a degree helped considerably. I did have to retake business law even though I was told at Harper that it would not have to be retaken at ISU. This happened to many of my friends, also.

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Transfer Comments (continued)

Many of the courses I took at Harper only transferred to Loyola as electives. Counselors failed to instruct me to spread my courses over many areas.

I loved Harper. I was fortunate to have had only one teacher that I felt was not very good. All others were wonderful. Everyone from counselors to financial aid advisors were helpful, considerate and a pleasure to know. If Harper were a four-year school, I would not have left.

Some counseling I received at Harper was excellent and some was totally incorrect.

The package agreement that Harper has with NIU was the best! Because I was able to receive an AA degree Northern accepted all of my credits without question.

Many of the courses I took at Harper were transferable but did not apply to anything but electives. This means that as a junior I have to take some freshman level courses.

Miss Karen Keres and Miss Mary Jo Willis helped me considerably through their teaching and personal guidance. President McGrath was also a help. Mr. Jack Tippens, Mr. John Knudsen, and Mr. Ben Dallas were also helpful personally.

I found out about my current educational program at Harper.

I saw counselors every semester to make certain my credits would transfer.

I learned more through working on WHCM concerts, program board and the pool room than I did in any of my classes.

HUM 101 -- I attended an extra semester because I was short one humanities class. I had to withdraw from HUM 101 or fail because the class was too hard.

I feel that Harper softened my step to a large university.

The best thing that Harper gave me educationally/socially were the clubs through student activities and the participative role they let me play and learn through.

Representatives from Southern Illinois were at Harper to answer any questions.

When I was thinking of transferring to NIU I had all the help I needed but, I have to say, the best counseling I had was from the NIU counselor. His first name is Joe but the last name eludes me. He was terrific!

Transfer day - it helped me come in contact with advisors at other colleges.

Yes! I feel the education is outstanding; however, the counseling department needs a serious performance evaluation program. Counselors need to work much more closely with transfer students and get their transfer programs on a more personal level. Counselors should place more emphasis on long-range goals and stress the importance of a well-coordinated transfer program. As I have found, without this, one can waste a lot of time.

Had a good advisor at Harper -- J. Powell.

Getting an A.A. degree helped tremendously. Transfer to NIU was simple.

More difficult! Northeastern is presently reviewing MGT-225 stats and math 124 finite as not transferrable. This is a shame because those classes were extremely hard for me and now I might have to repeat them. It is not Harper's fault, but I'll still suffer in the long run.

The counseling was very helpful when transferring over to NIU.

I feel that my education at Harper was well planned out by counselors so that there was always the highest chance in my classes transferrring to whichever school I picked.

I was really surprised that all my courses transferred including the math and science, which really helped since I do not have to take anything over. I really appreciated the help given to me by the counseling department. It helped me decide what I wanted to do and now I have no doubts about my goals.

The quality of the lecture from Harper professor - the way I was graded - and the great help I got from counselors.

Harper helped with getting all of the basic core classes out of the way.

My transfer was made easier by the advice I was given about Northern. They saved me time by showing what courses would help at Northern and would be best to transfer.

Harper was too easy! Biology courses offered were very good but Harper needs 200 level micro, zoology, botany, and genetics.

Harper was very advantageous to me. However, I have a transcript discrepancy while attending registration at ISU. This conflict caused me to not be able to register for Jr./Sr. level classes - due to schedule closings I was unable to correct this program and enroll in the needed classes. This caused me to anticipate an extra unnecessary semester.

The compact agreement which Harper has with Northern - students with an A.A. degree are classified as having Jr. status upon entering - made the transferring process easier for me.

I felt I had difficulty in transferring because of taking a course twice and receiving the same grade which lowered my GPA. I felt when I did see a counselor they could have been more helpful with my course selection.

I felt that the ability to transfer most of my classes was very helpful in making the switch to Illinois State easier.

Obtaining the Associate degree was the essential element which made my transfer so easy.

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Transfer Comments (continued)

Getting an A.A. degree I am automatically a junior and I do not have to take any G.S. requirements.

I received tremendous encouragement and support from Karen Keres - a very dedicated teacher in the English department.

Being advised to go ahead and get the the A.A. so that all my courses would transfer smoothly.

The guidance counseling was very helpful. The best help, however, came from my persistence in contacting the University of Iowa to make sure my classes for each semester would transfer.

Attended Harper for 64 hours and transferred to U of I with a 3.98 GPA. My grades made my transfer easier, however, the university did not accept some of my classes from Harper even after I took them with the advice of a Harper counselor. I was allowed to transfer in with less than the required hours because of my grades.

I am currently in the process of transferring and I have found the counseling that I have received to be deficient. Many questions regarding transfer of classes and program requirements that I asked could not be answered by the Harper counselor.

Book of direct transfers to NIU - a lot of people have no knowlege of these and counseling. Career planning should be more advertised, most students I knew did not use it.

Counseling by Diane Perhats - the teaching techniques and grading systems of some of the faculty, especially Dr. Mulvihill, prepared me for more indepth studies and classes.

Harper has an outstanding reputation. This made transferring easy.

I feel that the courses were not at the same level as the courses down here. They were much easier gradewise and competitive-wise.

Since Harper communicates with ASU, I was able to know in advance which Harper courses would transfer and which courses would not.

Difficult transfer because told college algebra (103) was not needed for my school. You cannot go on to any other math courses without it.

I feel Harper was the perfect bridge between high school and my present university. It prepared me for the demands of college, high school does not. Had I gone to Northern directly from high school I do not think I would have stuck with school.

Getting my AA by following the list of requirements for an AA or AS.

It took Harper a long time to transfer my credits, therefore, NIU labeled me as a Sophomore so I did not get all the classes I wanted.

Harper helped prepare me for the demands of a university education as compared to going straight from high school, but I did not realize Loyola would be much harder than Harper. I do about three times the amount of homework at Loyola just to keep up with my GPA from Harper.

There were a few problems with transferring having been told I had satisfied HIU's graduation requirements when I had not -- but only lost two credits (6 hours) so no big deal!

Had a problem with MTH-108 - it was not the same course in Wisconsin.

I checked with the University of Illinois/Champaign to see if the courses I was taking would transfer. Due to the fact that Harper has such a high status academically, many of my classes transferred -- that I knew were questionable.

The high standards of the teachers and Harper made the transfer to NIU very easy. The transition went very smoothly.

Had some difficulty in getting credit at Harper and also at NIU for courses no longer being taught at Harper -- BIO/170 and 171.

I made the mistake of taking all art classes at Harper. I should have taken general requirements for Northern since I knew I was going to Northern. Because I have not changed my major, I have to stay another semester to fill in the general requirements I missed. The counselors at Harper did not help me at all as to what classes I needed at Northern.

Harper's counseling helped me make my transfer to Illinois State very easy and told me what I should take to graduate from Harper.

Associate Degree.

Getting a degree and being able to transfer down with all their university studies completed, i.e., with a junior standing. Business law I is an upper-level course at most universities if you take it at Harper, you will have to take it again at a university.

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Transfer Comments (continued)

Cost accounting at Harper is not transferable to any four-year college. My counselor at Harper recommended the course, but failed to tell me it would be useless and I have to retake it even though I got an A.
Advisors did not help at all. If I did not get on the ball myself, I most likely would have gotten messed up.
I took classes that were not necessary for U of I's nursing program and needed to take classes at U of I that I could have taken at Harper. Counselors at Harper should be aware of course requirements in nursing at other schools and facilitate the students progress toward meeting objectives. In other words, counseling should be more individualized and goal oriented. However, I feel that the amount of information available at Harper on nursing is excellent and helped me a lot in choosing a nursing program to transfer to.
Counseling given I was unaware of courses that I could have taken at Harper. I am partly to blame though since I was intent on keeping up my GPA. However, I think the counselors could have stressed their point a bit more. I also think they could have a better guide for transfer to the Univ. of Illinois.
More difficult general education requirements changed while I was a Harper.
Physics at Harper caused me the most trouble because Harper is on a three semester program and my school is on a two-semester program which I was not capable of keeping up with.
School advisor was very helpful.
Math and science programs were very thorough and educating. Harper gave me confidence, friendly place. Chicago is cold, but now I can handle it.
The engineering transfer program between Harper and UIUC made transferring a smooth process. The counseling was highly beneficial.
Made it more difficult to transfer to Northern because I did not get correct advice from the counselors at Harper as to what to take as far as classes that would transfer.
Loyola University accepts most Harper courses eagerly because of high quality of most instructors and difficulty of course contents.
All my classes from Harper transferred which made my starting at MISIU each easier.
It was convenient to have a counselor from Northern come to Harper instead of going to Northern to see a counselor.
Obtaining an AA made the switch much easier. With an AA all of the general education courses that were out of the way were much appreciated.
I had taken Spanish-101 at Harper and had received an A in the class. Upon transferring to NIU I enrolled in Spanish-102 only to find that I was not at all prepared for the class. NIU covers much, much more in their SPA-101 courses than Harper does. When I realized that I could never survive in SPA-102 without taking SPA-101 over again, I chose to drop the class and have since neglected to spend the time learning SPA-101 the Northern way.
Certain instructors were very helpful.
The counselors at Harper were impersonal. I found the counselors at George Williams much more helpful. I think the math lab was very beneficial - it made my progress smoother.
All the courses I took at Harper were accepted except for 2 or 3 minor courses such as speed reading, guitar, and tennis.
My extreme involvement in activities at Harper made my transfer very difficult for me. The counseling staff did try to be very helpful to me when I was at Harper. The difficulty of grading courses at Harper is demanding and helps when transferring.
Art classes at Harper were not up to par in grading of courses. Grades were given and nothing was learned from some classes. Teachers are to blame mostly.
I think Harper is a good medium between high school and a four-year school. It makes the transition to a four-year institution easier.
Compact agreement for associates degree made things easy and convenient. Counseling helped, yet confused me at early sophomore standing, lack of information on tool courses required.
The counseling I received at Harper made the transfer easier.
All my courses transferred which was very helpful.
Counseling by Clete Hinton very helpful.
Open house of department heads from NIU.
My Associate of Science degree.

SUMMARY OF COMMENTS	1981		1983	
	N	PCT	N	PCT
Mixed Comments	21	13.6	26	19.4
Positive Comments	85	54.8	76	56.7
Negative Comments	49	31.6	32	23.9
Total	155	100.0	134	100.0

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Performance of Harper Students at Other Institutions

	1975				1977				1979			
	N	Harper GPA	New Inst. GPA	Change in Performance	N	Harper GPA	New Inst. GPA	Change in Performance	N	Harper GPA	New Inst. GPA	Change in Performance
Northeastern	12	3.38	3.62	+.24	13	2.81	3.24	+.43	8	2.73	2.75	+.02
Eastern Illinois	14	3.00	3.10	+.10	2	3.30	3.40	+.10	11	2.85	2.65	-.20
Univ. of Ill. - Circle	19	2.72	2.91	+.19	16	2.93	3.14	+.21	12	2.97	2.98	+.01
Southern Illinois	18	2.94	3.09	+.15	19	2.89	2.96	+.08	13	3.11	3.26	+.15
Western Illinois	17	2.80	2.71	-.09	5	2.86	3.24	+.38	6	2.87	2.93	+.06
Illinois State	18	3.02	2.87	-.15	15	2.84	3.01	+.17	22	2.86	3.02	+.16
Northern Illinois	71	2.67	2.81	+.14	72	2.83	2.83	0	46	3.07	3.00	-.07
Univ. of Ill. - Champaign	35	3.22	2.95	-.27	15	3.23	2.92	-.31	18	3.41	2.87	-.54
All New Institutions	268	2.88	2.96	+.08	218	2.92	2.98	+.06	238	3.03	3.03	0

	1981				1983				Average of Past Six Studies			
Northeastern	15	2.89	3.13	+.24	19	2.89	3.42	+.53	**91**	**2.91**	**3.32**	+.41
Eastern Illinois	10	2.62	2.96	+.34	20	2.67	3.15	+.48	**57**	2.80	3.01	+.21
Univ. of Ill. - Circle	20	3.09	3.11	+.02	27	2.93	3.17	+.24	**116**	2.92	3.07	+.15
Southern Illinois	9	2.98	3.09	+.11	16	2.75	2.88	+.13	**89**	2.90	**3.04**	+.14
Western Illinois	8	2.80	2.62	-.18	16	2.50	2.80	+.30	**72**	**2.68**	**2.82**	+.14
Illinois State	30	2.86	2.97	+.11	36	2.80	2.72	-.08	**146**	**2.85**	**2.94**	+.09
Northern Illinois	104	2.89	2.91	+.02	77	2.95	2.83	-.12	**430**	**2.87**	**2.88**	+.01
Univ. of Ill. - Champaign	33	3.23	3.00	-.23	31	3.25	3.12	-.13	**168**	**3.23**	2.98	-.25
All New Institutions	383	2.93	3.00	+.07	460	2.96	3.00	+.04	1910	**2.92**	2.99	+.07

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EVALUATION SECTION

Areas of Harper as Rated by Students: 1 = Excellent
2 = Very Good
3 = Average
4 = of Little Value

	1971	1972	1973	1974	1975	1977	1979	1981	1983
Hearing Impaired Service	--	--	--	--	--	--	--	1.69	1.68
Disabled Student Services	--	--	--	--	--	--	--	1.72	1.74
Tutoring and Study Skills Improvement	--	--	--	--	--	--	2.19	1.86	1.91
Teaching Faculty	2.01	1.98	2.04	1.99	2.09	2.02	2.06	1.93	1.96
Veterans	--	--	--	--	2.25	1.95	2.41	2.06	1.96
Remedial/Developmental Courses	--	--	--	--	--	--	--	2.06	1.98
Course Selection	2.48	2.39	2.42	2.55	2.35	2.17	2.12	1.99	2.00
Illinois Job Service	--	--	--	--	--	--	--	2.23	2.07
Other Students	2.61	2.52	2.51	2.53	2.64	2.55	2.57	2.44	2.07
Human Potential Courses	--	--	--	--	--	--	--	1.98	2.10
Admissions Program	2.35	2.39	2.43	2.35	2.30	2.19	2.24	2.18	2.11
Learning Resource Center	2.23	2.16	2.08	1.93	2.06	2.03	2.20	2.05	2.14
Records and Registration	2.43	2.50	2.37	2.38	2.56	2.25	2.35	2.24	2.15
Health Service	2.89	2.88	2.43	2.52	2.45	2.19	2.28	2.11	2.16
Women's Program	--	--	--	--	--	--	--	2.00	2.17
Learning Atmosphere	2.57	2.29	2.27	2.30	2.38	2.33	2.99	2.26	2.30
Financial Aids	2.62	2.61	2.37	2.52	2.61	2.56	2.69	2.26	2.35
Intramurals	3.02	2.07	2.77	3.34	3.37	3.05	3.27	2.80	2.36
Student Activities	2.69	2.69	2.74	2.53	2.81	2.59	2.96	2.45	2.39
Athletics	3.10	2.92	2.77	2.98	3.04	2.98	2.89	2.42	2.42
Food Service	2.89	2.88	2.53	2.53	2.66	2.46	2.66	2.67	2.61
Counseling	2.99	2.88	2.69	2.95	2.86	2.62	2.81	2.78	2.64
Placement	2.89	2.75	3.00	2.64	2.78	2.57	2.69	--	--

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Evaluation of Harper Compared with Ratings of Other Colleges Attended

1 = Excellent
2 = Very Good
3 = Average
4 = Of Little Value
5 = Poor

	1977 Alumni		1979 Alumni		1981 Alumni		1983 Alumni	
Areas in Which Harper Rated Best	Other College Rating	Difference Other College Minus Harper Rating	Other College Rating	Difference Other College Minus Harper Rating	Other College Rating	Difference Other College Minus Harper Rating	Other College Rating	Difference Other College Minus Harper Rating
Hearing Impaired Services	--	--	--	--	2.77	+1.08	2.50	+ .82
Tutoring or Study Skill Improvement	--	--	2.52	+ .33	2.52	+ .67	2.42	+ .51
Veterans Office	2.50	+ .55	2.75	+ .34	2.53	+ .47	2.47	+ .51
Illinois Job Service	--	--	--	--	2.46	+ .23	2.54	+ .47
Disabled Student Services	--	--	--	--	2.64	+ .92	2.17	+ .43
Records and Registration	2.69	+ .44	2.46	+ .11	2.68	+ .44	2.53	+ .38
Remedial Developmental Courses	--	--	--	--	2.76	+ .71	2.24	+ .26
Food Service	2.70	+ .24	2.65	- .01	2.89	+ .22	2.84	+ .23
Women's Program	--	--	--	--	2.78	+ .78	2.34	+ .17
Admissions Program	2.29	+ .10	2.21	- .03	2.33	+ .16	2.25	+ .14
Areas in Which Harper and Other Colleges Rated About Equal								
Human Potential Courses	--	--	--	--	2.33	+ .35	2.19	+ .09
Teaching Faculty	2.09	- .07	2.07	+ .01	2.11	+ .18	2.04	+ .08
Financial Aid	2.48	- .08	2.46	- .23	2.53	+ .27	2.41	+ .06
Other Students	2.13	- .42	2.03	- .54	2.09	- .35	2.09	+ .02
Counseling	2.75	+ .13	2.48	- .33	2.58	- .20	2.65	+ .01
Health Services	2.45	+ .26	2.12	- .16	2.09	- .02	2.10	- .06
Course Selection	1.88	- .29	1.88	- .24	1.88	- .12	1.91	- .09
Learning Resource Center	1.85	- .18	1.90	- .30	1.84	- .21	2.04	- .10
Areas in Which Other Colleges Rated Best								
Learning Atmosphere	2.03	- .30	2.02	- .97	2.09	- .16	2.04	- .26
Intramurals	2.10	- .95	1.88	-1.39	2.02	- .78	2.06	- .30
Student Activities	1.89	- .70	1.98	- .98	1.99	- .46	1.89	- .50
Intercollegiate Athletics	2.35	- .63	2.06	- .83	2.13	- .29	1.84	- .58

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Courses by Rank Order of Their Net Benefit to the Alumni -- Courses Nominated Ten or More Times are Included

	1979 Alumni			1981 Alumni			1983 Alumni		
	A Times Nominated As Most Beneficial Course	B Times Nominated As Least Beneficial Course	a/b	A Times Nominated As Most Beneficial Course	B Times Nominated As Least Beneficial Course	a/b	A Times Nominated As Most Beneficial Course	B Times Nominated As Least Beneficial Course	a/b
General Business	73	4	18.25	126	18	7.00	112	11	10.18
Speech	69	5	13.80	141	19	7.42	122	19	6.72
English	88	37	2.38	190	35	5.43	173	30	5.77
Mathematics	104	25	4.16	156	42	3.71	155	32	4.84
Economics	54	16	3.38	101	20	5.05	88	19	4.63
Psychology	87	22	3.95	181	39	4.64	138	32	4.31
Data Processing	27	15	1.80	70	31	2.26	65	19	3.42
Mechanical Engineering	13	4	3.25	21	11	1.91	16	5	3.20
Career Planning and Development	9	6	1.50	24	8	3.00	33	11	3.00
Chemistry	--	--	--	--	--	--	40	16	2.50
Education	7	5	1.40	20	8	2.50	12	5	2.40
Political Science	21	6	3.50	30	10	3.00	29	13	2.23
Sociology and Anthropology	43	37	1.16	97	43	2.26	108	50	2.16
Physical Education and Recreation	7	10	.70	40	11	3.64	22	11	2.00
Biology	46	32	1.44	94	39	2.41	81	42	1.93
Human Potential Seminar	9	2	4.50	18	8	2.25	13	7	1.86
Child Development	14	4	3.50	29	11	2.64	21	12	1.83
Secretarial Science	7	3	2.33	7	7	1.00	11	6	1.83
Philosophy	24	33	.73	63	70	.90	60	34	1.76
Physics	--	--	--	--	--	--	15	9	1.67
Literature	26	16	1.63	63	37	1.70	55	34	1.62
History	17	24	.71	47	37	1.27	36	25	1.44
Humanities	15	37	.41	67	43	1.56	60	43	1.40
Art	22	20	1.10	41	19	2.16	28	21	1.33
Geology	--	--	--	--	--	--	13	10	1.30
Physical Science	24	13	1.85	36	29	1.24	11	9	1.22
Foreign Languages	14	19	.74	43	43	1.00	27	23	1.17
Architecture	1	2	.50	4	9	.44	4	8	.50
Astronomy	--	--	--	--	--	--	9	22	.41
Total	821	397	2.07	1,712	647	2.65	1,557	578	2.69

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Courses by rank order of their net benefit to the Alumni -- Courses nominated ten or more times are included.

Year	Times Nominated as Most Beneficial Course	Times Nominated as Least Beneficial Course	a/b
1970	600	293	1.85
1971	1,208	582	2.08
1972	1,430	677	2.11
1973	1,085	420	2.58
1974	1,061	449	2.36
1976	940	447	2.10
1977	737	387	1.90

Additional courses which would have benefited students if they had been included in his/her curriculum

Business Related Courses -- 36

Data Processing - 6
Data Processing class which will transfer
Computer related management skills
Management - 4
Economics - 4
Micro Economics
Economic Statistics
General business classes - 4
Marketing - 2
Sales Course
Accounting
Accounting 102 which will transfer
Cost accounting
Tax course
Business Law
A law course
Finance
Typing
Business Politics
How to see one's art work

Math and Quantative Skills -- 22

Statistics - 5
Calculus - 4
Advanced Calculus
Linear Algebra
Algebra 103
Fortran - 2
Computer Science
Data Processing math
Higher level math
Descriptive geometry
Trig
More Math

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Sciences -- 15

Physics - 6
Chemistry - 3
Organic Chemistry
Geology - 2
Higher level biology courses
Microbiology
Botany

Communications, Literature, and Humanities -- 33

More advanced and structural English Classes - 2
More English
Creative Writing
Writing class writing to different styles and new ideas
Business writing
Report writing
Writing skills class
Foreign Languages - 2
Italian
French
Four semesters of Spanish
Speech - 2
More communication courses - 2
Music Theory I to IV - 2
Music ear training
Music career course
Certificate program in Piano Pedagogy
Art - 2
Art History
Graphic Arts
More intense Philosophy course
Logic
Advanced Humanities
Humanities
More intense Literature class
Religion
More Drama courses
More Radio and T.V. courses

Social Sciences -- 11

Political Science - 3
More Psychology courses
Experimental Psychology
Statistics for Psychologists
History 101 and 102
More intense History courses
Geography
"City of Chicago" course
Some Social Sciences course

Engineering -- 9

Computer Aided Design
Engineering Computer Applications Course
Thermodynamics
Strength of Materials
Materials
Fluid Mechanics
Electrical Engineering Course at Sophomore level
Engineering course which fulfills transfer requirement
Lab/shop engineering course

Vocational -- 9

Electronics - 3
Basic electronic concepts of calculators, typewriters, tape players, and so forth
Mechanics for small machine repairs
Introduction to aviation
Textiles
Jewelry
Fiber Arts

Self-Development -- 7

Should have taken more of a variety of classes - 2
Human potential
Self-Learning classes
Living on your own
Budgeting your time
Resume writing

Health Related Fields - 5	Education - 4	Agriculture Related - 1
Nutrition	Education	Agriculture
Pharmacology	Child Development	
Pathology	Business Education	
Pathophysiology	Educational Psychology	
More Clinic Time		

Summary of types of courses which would have benefited former students had they taken them at Harper

	ALUMNI CLASS					
Type of Course	1973	1974	1977	1979	1981	1983
Business	30	9	8	26	16	36
Communications, Literature and Humanities	29	17	8	13	18	33
Math and Quantitative Skills	4	9	8	12	8	22
Social Science and Education	46	27	4	6	10	15
Sciences	13	7	1	9	7	15
Vocational	5	0	4	12	6	9
Self Development	1	5	8	3	4	7
Health Related	8	11	4	1	1	5
Agriculture Related	2	3	1	0	1	1
Physical Education	1	2	1	1	1	0
Total	139	90	47	83	72	143

Learning Resources Center Evaluation	PERCENT					
	1974	1975	1977	1979	1981	1983
I very seldom used the LRC	17.9	18.7	26.9	30.9	32.0	30.9
I found the LRC a good place to study	53.3	64.8	53.5	45.4	54.3	42.9
It was easy to find and check out almost all books needed	40.8	46.2	36.7	44.1	36.1	50.7
The AV material available in media section was very helpful	32.6	30.8	25.1	17.9	13.6	13.4
I had trouble getting much of the material needed	1.6	4.8	4.2	4.3	3.0	4.1
Other good comments	3.5	3.7	3.7	4.6	4.4	4.1*
Other bad comments	3.1	3.7	2.3	7.1	3.3	1.9
Neutral comments	.9	2.2	1.8	.3	1.0	1.3
Total Mail Responses	319	273	215	215	394	680

*Over half of good comments concerned Tutoring

Ways in which students had trouble getting needed material from the LRC

- Often times books were missing or unavailable.
- Used Arlington Heights library -- Harper not complete.
- The library has plenty of books but most of the papers I did required professional journals of which the supply is limited.
- Not easy to find, not enough material for what I needed.
- Check out time on books is too long - not enough books in library.
- Reference incomplete, could not find material needed.
- Some English books not available.
- Difficulty getting reference material for various courses such as Wall Street Journal for business course.
- Missing or not in.
- Magazines being ripped off.
- I had better luck at a community library. Perhaps the student demand of certain subjects was high on particular subjects during school year.
- Several times I found that publications that I needed (as listed in various periodical guides) were not carried by the College.
- Does not have book selection needed for all courses.
- Had trouble finding my way around the library. When asked for help I was only directed in the right direction with a point - personal attention would have helped.
- Music and literature -- topics are minimal.
- I could never figure out how to find what I was looking for -- I have never seen a library system like it. If not for the librarians, I would only have found things by hunting. It would be nicer if it had a closer parking lot.
- Could not find all the books needed - felt the library was too small. -4
- The library was OK but had trouble finding some material needed. Found Arlington Heights library better for my needs. - 2
- More tapes on the basics of chemistry and physics would be extremely helpful to a struggling science major.
- Needed material was hard to find. - 2
- Selection was poor.
- Did not understand the system and had trouble finding material needed.
- Tutoring center was not much help when I needed it.

Other comments about the LRC

- Excellent facility and unusual aids.
- Good tutoring - 2
- I like Harper's library better than ASU's. It is easier to use and has more helpful and practical material.
- The Harper center surpasses the LRC at Loyola's Water Tower Campus.
- Good selection of English and foreign literature. Excellent resources, reference librarians are very helpful, nice, take their time.
- There are seminars such as the one on preparing a resume that are always offered on Wednesdays and for someone who works during the day and has a Monday/Wednesday or just a Wednesday course, they are excluded from attending.
- I have been a full-time employee and part-time student and did not have the time to use the facilities.
- The resources were up-to-date -- nice!
- I found the tutoring services helpful for my accounting and data processing classes.
- I used the tutoring service and found it very helpful.
- Yes, the facility is very effective but needed more publicity. They were very helpful educationally as well as professionally.
- Excellent library - was very helpful in my studies at Harper College.
- Some books were misplaced and very hard to find.
- Most of the "librarians" were very helpful and often went out of their way to make sure you found what you needed or knew where to find it.
- The inter-loan library service was not able to get books I requested until after the semester I needed them was over.
- I think the magazine section should have a wider availability to more magazines. I often found the magazine I needed was unavailable or did not go back far enough even on microfilm.
- Used Arlington Heights library - close to home.
- Stereo equipment could be better.
- The tutoring service in accounting is excellent. The tutoring service in DPR-101, 102 is good.
- A lot of extra things to help study (tapes, videos, etc.).
- Many of the courses that I took had no tutors that were able to help me. Those that had the knowledge did a poor job.
- Helped me find another college.
- Great tutoring service -- 4
- I think it is great the quality of typewriters and the number of typewriters that Harper has available for students to use.
- I especially liked the vending machine area on the first floor. Very convenient for taking a break.

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- So that's where it is!
- A definite necessity! First floor tutor great - library good for study - could use more books, better explanation of audiovisual use, did not know what AV was for.
- The tutors were excellent, without them I would not have gotten as good grades as I did. They especially helped me in MTH-103, college algebra and economics.
- The accounting study tables and tutors were helpful.
- The help which I received was very useful; however, I could not get much serious studying done there.
- I found the accounting homework lab very beneficial. I also saw a German tutor occasionally. She was helpful.
- More people should be made available to help the students find material.
- A lot of times people were too noisy, and they would not care.
- OK
- Not wide selection of research materials. Too much talking allowed for a library.
- I only went to the center for the courses that required going to the center. When I did use the center they had most of what I needed. I did try to look for books not related to school work, but did not find them.
- Good place to study in a group, the rooms available are nice.
- A supervised quiet study area is needed in the library.
- More information needed on items available to student use on first floor.
- I found the tutoring center very beneficial.
- Tutors were very beneficial.
- I work there.
- Although I checked No.3, it was not always easy to find what I needed; however, I now appreciate Harper's learning center more than previously.
- Tutors were very helpful in helping me with my homework and tests.
- Noisy background while listening to video tapes.
- The study areas are almost impossible to study in. Everyone is talking. I have tried to complain to the monitors but it does not help.

Usage of Computers by Transfer Alumni

	1981		1983	
Main Computer and Batch Programs in Building "A"	N	PCT	N	PCT
Used facilities but no comment on problem encountered	0	0	0	0
Used facilities and had no problem using computers or getting good turnaround time	33	4.9	25	3.7
Used facilities but had problems using computer or getting turnaround time.	44	6.5	22	3.3
Did not use this facility	596	88.6	627	93.0
	673	100.0	674	100.0
Instructional Terminals in "D" Building				
Used facilities but had no comments on problems encountered	3	.5	3	.5
Used facilities and had no problem with access or with use of terminals	143	21.2	109	16.1
Used facilities but had problem with access or with use of terminals	73	10.8	40	5.9
Did not use this facility	455	67.5	525	77.5
	674	100.0	677	100.0

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Usage of Computers by Transfer Alumni (continued)

Instructional Terminals in "I" Building	1981 N	1981 PCT	1983 N	1983 PCT
Used facilities and had no problems with access	88	13.2	105	15.5
Used facilities but had problems getting access on terminals	51	7.6	66	9.8
Used facilities - no comment on problems encountered	1	.2	2	.3
Did not use facility	527	79.0	503	74.4
Total	667	100.0	676	100.0

Usefulness of Computers or Terminal Work to Present Situation

	1977 PCT	1979 PCT	1981 PCT	1983 N	1983 PCT
Used computer or terminals but did not indicate if it helped or not	0	0	1.0	0	0
Use of terminal and computer a help in present situation	28.8	34.6	27.6	170	25.5
Not relevant to present situation	30.2	29.1	18.5	117	17.6
Did not use the terminals at Harper	41.0	36.3	52.9	379	56.9
Total	100.0	100.0	100.0	666	100.0

Other computers used by 1983 Alumni

	N
Apple Lab	22
Computer in Physics Lab	2
Computer at Northeast Center	2
Word Processors in "I"	1
Microfiche in Library	1
Computer for musing in "P"	1
CAD/CAM	1
Computer for Engineers in "H"	1
Total	31

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Problems using the instructional computer and batch programs in Building "A"

- Always crowded - 14
- Long waits near end of semester
- Hard programs, instruction was not sufficient.
- Sometimes the computer was down, had to wait too long.
- Computer aides were very uncooperative, they offered no help.
- Turnaround too long and breakdowns were often. - 2
- I was on computers for telephone registration, when I worked for Harper during this winter break.
- No response - 1

Problems using the instructional computer terminals in Building "D"

- Too crowded -- 28
- No help.
- There was no one to help us use the computers, they were a lot more trouble than expected.
- Difficulty in using terminal - was not trained to use for class use.
- Computers down much of the time.
- No response - 3
- About six years ago I took a data processing course and the computer terminals were very overcrowded.
- Hard to get access to computers - long lines and not enough computers available.
- Not enough computers.
- I had to use it for a physics class and had no idea how to use it. The people there were very nice and helpful.
- Seemed to be more people than computers.

Problems using the instructional computer terminals in Building "I"

- Turnaround time for my Fortran programs was unbearable - at times one to two hours.
- Using cards were a problem
- Too many students, not enough terminals.
- Delayed access due to heavy useage
- Very crowded -- 17
- Card punch out-dated.
- There was not enough punch card machines, turn-around time was too long, not enough aides to help.
- Very crowded most of the time I had available to use them.
- Did not specify -- 4
- The card reader system was cumbersome versus using terminals.
- Not sufficient instruction
- There were not enough printers
- The system was down too often - turnaround time was too long.
- For Fortran sometimes the computer would go down or even at normal times the turnaround time could be three hours.
- Time periods are not long enough
- Long turnaround time -- 23
- Number of students - no one to help students.
- I had Fortran with the card punches and card reader.
- Terminals down for long periods of time -- 3
- Used facilities when it was still keypunch read, waited until last minute to use computer as did others.

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How use of computers and/or terminals at Harper has helped in present job situation

- I have a good general knowledge of computers now.
- I am in the data processing field so any computer exposure has helped me.
- Use in present job -- 2
- Knowing basics - useful in present job.
- Helped a little with classes at Eastern.
- Using in school presently -- 4
- Use them at University of Illinois.
- In having some slight knowledge of the terminals.
- The more word processing keyboards you can learn, the better you can adapt in a job.
- In courses at the University of Wisconsin/Whitewater.
- Taking computer courses now in college.
- When accessing the computer at my new school.
- Having the knowledge of computers and being more familiar with them than in the past.
- Learn basics
- Did not specify -- 26
- Computers are NOW!
- Gain experience and knowledge of DPR -- 6
- Self-explanatory for my curriculum.
- In my job we deal with different companies using the computer.
- Exposure alone was helpful.
- The knowledge of computer logic -- 4
- Company makes computer.
- I use the same type of computer at school and at my job -- 4
- Good experience.
- Obtain knowledge in computers that is useful now.
- Held full course requirements.
- I had a class that used basic for some of the homework.
- I am studying computer science at Northern.
- Learned the basics and have general knowledge.
- Took class at Northern - made it easier.
- Had statistics as general education.
- Hands-on experience with any computer system is helpful once you get into upper level finance courses.
- I had only took one computer class, but it has provided me with a good base.
- On the job, as a computer data entry clerk, basic knowledge of computers.
- Many businesses use computers. Therefore, I was familiar with them.
- I am personally using many types of computers at EIU.
- I have a DPR Class.
- Computer major now
- Use a computer -- 13
- To find a book and NIU.
- It exposed me to computer use which facilitated my learning of the system at Marquette.
- Expanded my knowledge of other types of computers, also I learned to key punch.
- DPR 200 is a good class and helped me understand the workings of computers.
- Taking computer classes at U of I.
- It has helped me in having a background knowledge in computers for geographic statistical analysis.
- Because I took another course in computers.
- Knowledge and basics and know programming.
- Classes at my present college require computer experience.
- Develop confidence while sitting in front of a terminal.
- Familiar with key board - basic understanding.
- Probably the best computer labs around.
- In our present situation, everyone should be somewhat familiar with computers and their abilities. The basic course that I took helped me to make that acquaintence.
- Taking computer courses in college now -- 2
- For statistics II but I wish we had used the computer in stats I using SAS.
- Learned how to use computers -- 2
- Has helped me understand other computer languages.
- Good experience -- 21
- Somewhat, not a real help.
- In other classes -- 11
- To be familiar with working with the terminal.
- Fortran helped out in the course introduction to data processing.
- Use in work -- 15
- My current job requires much time on computers.

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How use of computers and/or terminals at Harper has helped in present job situation (continued)

- On my previous job.
- Use home computer - did not learn much at Harper about computers.
- In classes where small programs shorten homework time.
- Computer knowledge is necessary in almost any type of work.
- Filled my requirements.
- To keep up with technology, terminology and clearer thinking.
- I find that knowing basic and having knowledge of a computer has helped me in math and several other classes.
- Improved my ear training.
- Feel at ease - it can only do what you tell it to do.

Why use of computers and/or terminals at Harper has NOT helped in present job situation

- Do no use computers -- 51
- Did not specify -- 29
- Rarely used it -- 2
- Data processing 101 is a very inadequate course - not enough stress on programming - 2
- General information on computers/learned the basics in DPR-101 -- 2
- Not applicable to job -- 2
- Not presently using computers in school -- 2
- In the future it will -- 2
- Because the computers that I use at ASU are a different type -- 1
- I did not use them but once for a physics class -- 1
- The computers I used were out of date.
- Have not had the opportunity to use my skills.
- Do not use in present part-time job as student aide.
- Not interested in it -- just satisfied requirement for math 124
- Because I am not using the terminals here to be able to compare.
- I used the computer terminals for math statistics class and at present have had no need to use terminals.
- I have not been using them at Beloit.
- My major is not related to it.
- Do not think I learned much in DPR-101 and instructor was inadequate.
- Has not helped me yet -- I have not had another computer course since.
- I only used it to get specific information on a few physics labs. The instructor told us how to do it, so I really would not say I used them enough for them to benefit my present situation.
- I have changed my major.
- But I feel it will be used in the future.
- I only used the HP printer for physics.
- Only helped while taking a specific computer course.
- I have not found myself in a situation where I could use my DPR 200 I took at Harper.
- I spent more time correcting mistakes on the cards, than I did in learning the language.
- Because the one at Circle is much different.
- Hopefully it will help in future.
- Just started my first computer class.
- Very out-dated
- School I now attend uses terminals and I feel I did not get the experience I needed.
- Did not learn anything I did not already know.

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Change in Education or Vocational Goals	Change Index	1975	1977	1979	1981	1983
More than one major change	3	7.5	9.9	6.2	9.7	8.9
One major change	2	21.5	21.7	23.2	22.0	20.6
Made only minor change(s)	1	11.0	19.3	19.0	12.6	9.8
Not sure if change made	0	8.0	5.7	8.5	5.0	3.7
Never	0	52.0	43.4	43.1	50.7	57.0
		100.0	100.0	100.0	100.0	100.0
Index of Change		.77	.92	.84	.86	.78
Number of Responses		400	212	211	676	675
Services used in making changes						
Counseling		35.0	39.8	52.0	29.7	41.9
Made decision on own without outside aid		70.6	41.7	14.2	36.7	39.2
Talk with friends or relatives		.6	3.7	2.9	30.4	28.3
Talk with faculty		5.6	7.4	14.7	22.7	23.8
Specific courses helped		3.1	3.7	11.8	20.0	20.8
Four-year college literature and catalogs		--	--	1.5	16.0	17.7
Career Library		6.3	19.4	44.1	8.3	9.1
Magazine articles and job opportunity ads		--	.9	64.7	6.0	7.5
Placement office or job service		3.8	5.6	38.2	1.3	4.2
Employment situation		0	0	0	1.0	0
High school counselors		0	0	0	.3	0
Counseling from four-year colleges		--	--	1.0	.3	0
Requirements of major fiels		--	--	1.0	0	0
Job availability in market		--	--	1.0	0	0
Courses available on schedule		--	--	1.0	0	0
Financial Aid Office		.6	--	--	0	0
Testing		.6	--	--	0	0
Total students who made changes		160	108	102	300	265
Evaluation of Academic Advising at Harper						
Student saw counselor only at registration as required		35.3	49.1	50.2	42.0	38.6
Student saw counselor at times other than registration		64.7	50.9	49.8	58.0	51.4
		100.0	100.0	100.0	100.0	100.0
Number of Respondents		340	175	267	676	674

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Evaluation of Academic Advising System by Transfer Alumni who saw Counselors at times other than when required at registration

	1975	1977	1979	1981	1983
Needed academic advice, but did not ask for it	3.8	1.7	3.4	1.3	4.1
Readily received help from a counselor	42.4	37.7	40.0	31.1	46.6
Had trouble getting counseling help needed	18.5	11.4	6.4	7.4	10.6
Advising received from a counselor was not very helpful	19.1	21.1	16.9	13.5	22.0
Advising received from a counselor was very helpful	27.9	30.3	17.6	18.6	36.2
Received helpful advice from a faculty member	22.4	28.6	18.0	13.9	34.5
Advice received from a faculty member was not helpful	1.5	.6	1.5	.6	.5
Number of Respondents	340	175	267	392	414

How Student had trouble getting the counseling help they needed

- Many of my questions regarding trasnferring could not be answered.
- It is very hard to get an appointment when needed.
- Everytime I wanted counseling help I was never given the same person. They never took any personal interest in you.
- The counselors were not knowledgeable about specific music programs beyond Harper.
- I was confused about what I needed to take for Northern. They told me just to take art classes -- now I cannot use them.
- Did not explain -- 4
- Helpful in signing in my classes but helping me pick what to take and what was required and what would be advisable - no help.
- Was not instructed on what tool courses to make - made situation unclear.
- Was treated as though I had the mentality of a 19-year old, when in reality I was 31-32 years old.
- I asked questions and could not get information -- 2
- Counseling was confusing - did not get all the facts and got different views from different counselors.
- Not much of a counseling staff! They screwed me up when I was at Harper.
- I was not told what I needed to know - probably because I did not know what to ask.
- Harper does not have updated equivalency for transfer to out-of-state colleges.
- Too vague in their advice.
- Good counseling, but a little hard to get to see due to their time restrictions.
- I was confused about Harper and transferring - the counselors would always rush me.
- Had the feeling a few times that the counselor did not want me to take up his time.
- Counseling was poor and ineffective at best, little or no enthusiasm and apparent lack of interest on their part.
- I had trouble with counselors helping to get answers of courses to take to transfer.
- I had talked to peer counselors who really did not know much. I had trouble finding one.
- No one was able to help me.
- To find out if a "D" transferred to Champaign.
- Too busy, first come, first served basis - did not wait to receive help.
- Anytime I tried to see a counselor none were available.
- He was always too busy and also did not have any answers for me.
- Counselor was unsure of transferability of Harper courses to U of I Champaign.
- Some of the classes (3-9 hours) that the counselors told me would transfer did not. Also very hard to make appointment with a counselor.
- Because the courses I needed were not offered at Harper.
- Did not always know best course for my situation.
- Counseling department needs help.
- Counselors did not know what was going on -- 2
- Lack of up-to-date information
- Counselors told me to just get my 60 hours and courses would transfer.
- Not enough help with course selection -- 2
- They were always busy
- Saw three counselors - misinformed about requirements for graduation.

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How the advising received from a counselor
WAS NOT very helpful

- Many of my questions regarding transferring could not be answered.
- Sometimes the individual did not have my answers. You did not always know who was the best counselor to see.
- Most of the counselors do not seem too knowledgeable.
- Wanted guidance - felt the counselor could not be bothered with the student.
- Would have concentrated more on math for the University of Illinois but took a lot of electives instead although all transferred.
- After seeing a couple of different counselors, I received different advice as to how to get my AA and the best way to transfer to NIU. Also, they often did not give enough advice.
- Misunderstanding about transfer credits.
- I was not sure what I wanted as a career in the medical field, the counselors I talked to did not help me with that decision.
- I have received quite contradictory information about when to apply for a specific college. Also the availability was scarce around registration time.
- Did not really seem to care what classes or what I was planning to do.
- They did not know what they were talking about as far as credits transfer.
- Helped some, but had to go to Northern for exact courses transferable.
- I would get a different counselor every time and they would not agree on anything.
- I think they should advise those students transferring to take general education courses in case they decide to change their majors. This way they cannot lose.
- It was explained that the job that I have held for many years (travel agent) was one that everyone also wanted, why not me?
- The counselors did not help me in selection of courses/I did not know which one to take. I was very disappointed in the counseling systems at Harper.
- He was discouraging - he was not interested or helpful.
- Not up-to-date with information student was seeking -- 4
- I would have liked to be counseled by a teacher in my major who would be more informed with my problems.
- Counselors had me take a wrong course and were not too competent.
- Never pointed out importance of an ASS degree.
- Counselors attitudes were poor.
- No explanation - 13
- It stinks
- The counselor I talked with did not seem to know what was going on.
- I cannot seem to trust them - each of them say something different. Re: classes for career goal.
- Because I did not know exactly what I wanted then.
- Some counselors told wrong classes that transferred -- also did not even mention a minor.
- Seldom could they ever tell me what class I should take to most likely transfer.
- The counselors did not seem to know what they were talking about - they were just telling me what they were told.
- Counselors should be better informed as to what courses transfer to various universities. -- 4
- It took me two years to find the one counselor that could really help me.
- Wrong information given.
- Not very knowledgeable about medical school, especially ones not in the United States -- and not willing to find out more.
- They did not tell me anything I could not find out myself.
- Not accurate for graduation requirements.
- Signed up for classes not needed, pointed in wrong direction.
- She just read what was already in the catalog.
- Should have taken courses that would transfer one on one, not needing to stay an extra semester.
- Did not help me choose a path to follow, and pursue it. -- 3
- Not too much personal advice.
- Aside from the trouble with cost accounting, appointments were rushing and an advisors signature for registration was a joke.
- I found some counselors did not know current transfer information -- 4
- They were not helpful in telling me what courses I needed to graduate.
- I did not feel they knew what they were talking about.
- They told me to take classes that did not help my major and did not transfer.
- Did not know and did not follow through as to what would transfer to U of I.
- Bad information about what would transfer -- 2
- Very poor advice given, counselors are not prepared to advise adults -- 2
- Only referred to very basic information, I could have gotten from catalog.
- Gave me no information.
- In my major I should have taken more general education classes and gotten my art class here at NIU.
- Talked to dental hygiene counselor, very rude, short and not at all helpful.
- Very uninformed and could not furnish information about my course.
- Not consistant, counselors change.
- They did not have much idea about my chosen school.

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How the advising received from a counselor
WAS NOT very helpful(cont'd)

- Counselors were indifferent.
- Knew and found more information on my own, counselor gave misinformation on scheduling and graduation requirements.
- Kept getting different opinions.
- Incorrect information.
- I had to search out the information I needed on my own and made appointments with professors to get the directional advice I was seeking.
- Courses taken at Harper transferred but not as what we thought.
- One counselor I spoke with discouraged me a great deal. This person said I would never get anywhere with just an AA degree. I disagreed!
- Because I was working, I was told to take a maximum load of 12 credits per semester. I ended up taking summer school to graduate.

How the advising from a counselor WAS VERY Helpful

- No explanation -- 45
- They seemed interested if you went in and sat down and talked.
- They were very clear, etc.
- I received counseling for classes, as well as personal matters.
- Career counseling including vocational testing very helpful, personal attention -- 4
- Made me see things more clearly -- 2
- I could easily make appointments with counselors they had much information on nursing.
- It was helpful, but they did not stress their points. For example, I said I did not want to take a course and they said "OK".
- Finding the college I wanted to go to -- 3
- Advice on transferring was helpful -- 7
- The counselor helped me decide what courses I need to transfer to the University of Iowa.
- Helped me understand transfer requirements.
- Helped to serve me in my pursuit for an AA -- 2
- The counselor advised me as to what options I have with the degree I received.
- It was very helpful to me to have counselors who knew much about other colleges for transferring purposes.
- For the most part it was good, however, I know several people who had bad experiences, told to take classes they did not need or not told to take courses they would need.
- Encouraged me to return to Harper and graduate.
- I saw a counselor only twice after registration.
- Dr. Ewald was especially helpful to me as a returning older student.
- They were able to counsel me about many questions I had about school, career, creditation, etc.
- Phil Troyer, knowledgeable and a great help -- 6
- Choice of school.
- I was very happy with the help I received. I was told what would be most helpful when transferring.
- Another counselor I spoke with was very encouraging in helping me with my career goals.
- They told me what to expect in the "real world".
- Good for testing and course selection.
- Really took an interest.
- Helped to guide me in course selection.
- Always available and knowledgeable.
- Helped with major change. --3
- Suggested courses that were helpful for me.--14
- They answered the questions I needed answered.
- Audrey Inbody very good at her job and very helpful.
- Help with my transfer -- 10
- The only problem I experienced was deciding a major and that was my fault.
- Always there to listen and advise -- 4
- Showed me when I went wrong in my career choice.
- On several occasions a counselor helped with career problems and with classes.
- They were caring and helpful.
- Gave me an idea of what to do and to decide for myself what was best.
- Advised me to stop wasting my time trying to get through nursing.
- Frances Brantley helped me very much to enroll at Roosevelt.
- Unclear politics were cleared up.
- Ray Hylander, now retired, helped me decide about NIU.
- Chris Staub helped me with finding out what I was good at and then helped me decide what area to go into.
- Planning criminal justice career.
- My counselor was extremely knowledgable. She knew what she was talking about.
- At registration only.
- They took time to show me information and answer my questions.

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How advising from a counselor was very helpful (continued)

- Received close, individual attention.
- Helped with guiding courses, but failed to tell student that he had to take 60 hours to graduate.
- Phil Troyer is great!
- Some counseling was very educational.
- Diane Perhats was very helpful.
- Transfer requirements were complete.
- Helped in choosing courses that would transfer.
- Helped in planning courses.
- He knew exactly which courses would transfer to ASU.
- With helping plan transfer program to current university.
- Helped with course selection to transfer.
- Helped with courses needed for transferring to Eastern.
- Phil Troyer helped personally and helped me in making decisions.

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Student Activities by Rank Order of their Net Benefit to the Alumni

	1979			1981			1983		
	a Times Nominated As Most Beneficial Activity	b Times Nominated As Least Beneficial Activity	a/b	a Times Nominated As Most Beneficial Activity	b Times Nominated As Least Beneficial Activity	a/b	a Times Nominated As Most Beneficial Activity	b Times Nominated As Least Beneficial Activity	a/b
Harbinger	25	12	2.08	157	20	7.85	93	5	18.60
Concerts	45	12	3.75	192	16	12.00	76	10	7.60
Guest Speakers	53	12	4.42	168	11	15.27	68	11	6.18
Films	39	10	3.90	179	13	13.77	77	15	5.13
Field Trips	--	--	--	44	29	1.52	32	14	2.29
Studio Theater	--	--	--	46	23	2.00	23	12	1.92
Point of View	--	--	--	26	23	1.13	19	14	1.36
Radio Station - WHCM	8	19	.42	56	41	1.37	24	22	1.09
Clubs	15	32	.47	26	28	.93	20	19	1.05
Varsity Athletics	66	39	1.69	35	46	.76	25	24	1.04
Mini Courses	15	19	.79	9	26	.35	8	8	1.00
Human Potential Seminars	6	21	.29	23	28	.82	14	16	.88
Peer Counseling	--	--	--	17	29	.59	13	18	.72
Band, Orchestra, Choral	--	--	--	21	31	.68	16	23	.70
Student Senate, Program Bd.	--	--	--	13	47	.28	14	25	.56
Intramural Sports	11	33	.33	33	46	.72	14	27	.52
Pom-Pon Squad	--	--	--	2	47	.04	2	30	.07
Other *	13	0	∞	--	--	--	13	0	∞
Total	296	209	1.42	1047	504	2.07	551	293	1.88

*Tutoring-3, Honors Activities-3, Recreation Opportunities, Ticket Discounts, Speech Team, Friendships.

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Evaluation of Office of Financial Aid

	1975	1977	1979	1981	1983
Did not require or qualify for financial aid	67.3	64.6	65.0	67.8	66.6
Might have qualified, but I never got around to applying	10.8	10.6	9.4	5.9	4.4
Applied for financial aid - was turned down - was very dissatisfied with the operation of Financial Aid Office.	2.2	2.0	3.9	1.2	1.4
Applied for financial aid, but was turned down; however, was reasonably satisfied with the performance of the Office of Financial Aid.	3.0	4.6	4.9	3.6	3.5
Received financial aid, but was not satisfied with the performance of the Financial Aid Office.	1.5	.5	1.5	1.8	.9
Received financial aid and was very satisfied with the performance of the Financial Aid Office	15.2	17.7	15.3	19.7	23.2
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	269	198	203	662	660
The Financial Aid Office at Harper helped me secure financial aid at the institution I am now attending.	1.5	.5	.5	1.5	2.3
Ratio of satisfied to dissatisfied with performance of Office of Financial Aid	4.9	8.8	3.7	7.7	11.7

HARPER EXPERIENCE

Hours worked per week while attending Harper	1975	1977	1979	1981	1983
I did not work	11.7	9.9	13.3	8.8	11.1
1 to 5 hours	.7	2.4	1.5	.8	.3
6 to 10 hours	3.3	4.3	4.3	2.0	2.1
11 to 15 hours	6.6	9.5	7.0	8.0	7.5
16 to 20 hours	19.8	25.1	30.4	27.2	25.3
21 to 25 hours	26.6	16.6	21.7	21.9	21.2
26 to 30 hours	10.9	12.3	7.1	11.3	13.5
Over 30 hours	20.4	19.9	14.7	20.0	19.0
	100.0	100.0	100.0	100.0	100.0
Number of Responses	274	211	323	679	676
Mean number of hours	21.02	20.31	18.99	21.3	21.0

Relation of work to major field at Harper					
Identical	22.4	20.1	19.6	17.6	20.4
Related or beneficial	22.4	19.6	24.7	21.2	16.8
Of little benefit	55.2	60.3	55.7	61.2	62.8
	100.0	100.0	100.0	100.0	100.0
Number of Responses	246	189	280	609	594

Hours spent per week in
Extra-Curricular Activities

	1975	1977	1979	1981	1983
Did not participate	73.4	80.1	79.0	79.4	76.0
1 to 3 hours per week	14.2	10.4	11.1	11.9	11.7
4 to 7 hours per week	5.8	5.2	4.6	3.9	3.9
8 to 12 hours per week	2.5	1.4	2.5	3.1	3.4
Over 12 hours per week	4.0	2.9	2.8	1.7	5.0
	100.0	100.0	100.0	100.0	100.0
Number of Responses	275	211	324	635	676
Mean number of hours	1.46	1.06	1.14	1.02	1.54

Hours spent per week
Informally in Student Center

Less than one hour	28.1	33.2	33.0	38.2	45.2
1 to 6 hours	48.9	**52.6**	**55.0**	50.9	44.4
7 to 12 hours	20.5	11.4	10.5	8.7	8.6
12 to 20 hours	1.8	2.8	.9	1.7	1.2
Over 20 hours	.7	0	.6	.5	.6
	100.0	100.0	100.0	100.0	100.0
Number of Responses	278	211	324	636	675
Mean number of hours	4.27	3.54	3.39	3.19	2.94

OTHER COMMENTS

- It was a very good stepping stone for me to get a good start at a university - NIU.
- I really appreciated being able to go and get my first two years of college done with and transfer to a State school without any problems, all at a substantial financial savings.
- I feel that Harper is a great college and the teacher quality is "fantastic" - they treat you as a human being - not a number.
- Dr. Lucas and Professor Lehey were excellent professors and I feel you are lucky to have them on your staff. I am very grateful to have taken their courses. Please give them my best.
- I was very pleased with the overall College program. It has great potential in being changed into a 4-year school. The faculty and facilities will have no problem in handling it.
- Harper is all in all a wonderful institution that helped me develop and crystalize my career and life planning goals to their fullest.
- Concerning financial aid, I received financial aid; however, I could have gotten more of my loan if I had known I was classified freshman and not a sophomore the first year I received it. I found the radio station to be totally loud and obnoxious. I would have liked to study in the student area if it were not for the ever pervasive presence of WHCM. This is the first college I have attended where I felt totally comfortable with faculty and actually got to know faculty. They supported my efforts at transferring by writing recommendations and also by giving me excellent training experiences which have been the basis of my practice. This is particularly true of Mr. Thompson, my anatomy instructor.
- Excellent faculty. They were always ready to spend extra time with students. I also liked not having clocks and bells in the rooms, both of which I suffer with now.
- I think Harper was a good experience for myself, because I could work while getting college credit. Going away to school, however, is a whole different experience.
- I liked Harper. It was friendly, and a very good educational place for calculus, and diff. eq. chem. physics, and economic courses. These were my favorites, and I learned a lot! Try to get Plate in retrospect, a pleasurable, informative, experience.
- I felt that Harper College was an excellent institution. The first two years of my engineering education were excellently provided by Harper College.
- I was very satisfied with Harper. The quality of the faculty was very good and the quality of the education I received was better than I expected. I recommend Harper highly to everyone who asks me.
- Not enough attention is paid to teacher evaluations made by students. Overall, I have had excellent teachers, but there are a few who should not be teaching, yet are retained. This is particularly true of those who teach in the evening, although some evening instructors are full-time faculty at Harper. Please listen to your older adult students -- they could offer you much valuable advice! Better not to offer a course than one taught by an inferior teacher. Also wish Harper would go back to the two-session summer school program.
- I think Harper College is one of the best community colleges in the country.
- I enjoyed Harper and am glad that I was able to save money and still get a quality education for my first two years of college.
- I would love to see a copy of your statistical analysis once it is complete and a copy of the research design if possible. I am studying probability and statistics at NIU. Mark W. Bush, 635 Capri Drive, Palatine 60067 358-4165
- Some instructors were terrific, not only well organized but also know how to communicate ideas. Some instructors, particularly in the math department were terrible.
- Surrounding Harper itself is the "2-year" college syndrome. During all my time at Harper I had excellent instructors (for the most part) and very good classes. (Mostly evening or early saturday mornings.) I am quite proud of Harper as a former school of mine and my advice to anyone contemplating a community college is: "If you cannot go to Harper, forget it." My attendance at Harper had one objective. That was to strengthen my academic background and prepare me for a four-year school. No two-year college prepares anyone for a four-year school let alone the U. of C., but I believe, thanks to the many quality instructors I had at Harper (many part-timers) and their input and dedication, Harper comes closer than any other community college to preparing people for further study.
- The counseling service needs to be reevaluated and some major changes need to take place.
- I found the financial aid office unhelpful when I needed it. I did not receive financial aid while attending Harper, but applied when I transferred. The financial aid office did not help at all.
- I think Harper was a great school for me to start my college study. I like very much to see it grow. One of the things I would suggest is the library should have more reference material in business, finance, and material management.

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OTHER COMMENTS (continued

- I was a peer counselor and worked in the counseling offices - I had close contact with counselors daily. I took a series of career and personality tests and had many discussions with many counselors. I am proud to say that I went to Harper College. I do feel it is a fine institution -- I plan to return for summer and evening courses.
- I think the courses in art should be reevaluated. Teachers are not doing as much as they should for the student. I did not learn anything new in the beginning or second classes.
- The quality of education I received was comparable to DePaul and I had no problems adjusting academically. Quality of food service facilities at Harper is superior even to DePaul University.
- Need more information to students about: intramurals, athletics sign up dates, M-building facilities, clubs, group events.
- Concerning the records and registration office -- whenever making phone calls to ask for information from my record, women who answer the telephone are extremely rude. I was not the only one to notice this -- I also heard similar comments from my husband and friends who also attended Harper.
- Overall, I think Harper is a good junior college. However, it is not nearly as difficult or challenging as the school I am attending now. The classes should move faster to cover more - Those that most universities require for entrance, like the business courses.
- The research center is excellent.
- I enjoyed my experience at Harper and feel it has helped me become more aware of people and opportunities outside the home.
- I loved it! I had good instructors, met some fantastic people. I learned a lot. I had lots of fun there, I wish I was back!
- I feel it satisfies a definite need in the community. It was there when I needed it and the college helped me to give some direction to my life.
- Regarding non-classroom experiences: Most activities were on Friday evenings and I could not attend. I was especially disappointed in missing guest speakers which were usually in the evenings. I work night, many students do. When planning activities a larger audience should be considered. Stagger the times or pro rate the activity fee.
- For a junior college, it is probably one of the best.
- I had a very good educational experience at Harper. The atmosphere was clean and pleasant. The students and teachers were very helpful and polite. Thank you, Harper!
- I found Harper to be an excellent school, offering excellent academic experiences, I also found the staff to be extremely good - had excellent knowledge of the courses they taught. In fact, I found Harper so rewarding, that, at the time of my graduation, I wished it was a four-year learning institution.
- I thoroughly enjoyed Harper. There were only two instructors, both part time, that I felt were ineffective. All others were great!
- Seems like one of the best community colleges around.
- When I started I wasn't too happy about going to a junior college, but in the end it was a big asset to me. Harper has very good standards and hopefully will keep them up.
- I am not currently enrolled in Harper although I have attended Harper on a part-time basis for the past six years and will be attending again in the fall of this year.
- The library has the potential for a great place to study, except that the library tends to be a social hall. I have overheard a student complain when asked to be quiet! Harper really is an excellent College. An attribute which I was able to realize once I graduated and attended Circle, U of I. But considering I was working full time and going to school full time, I made the best of it and have no regrets. Keep up the good work.
- I had 3 wonderful years at Harper. Some of the teachers and students became my friends. I was 53 years old when I started but never felt out of place. I have nothing but great things to say about every aspect of the place.
- I started college at the age of 33, eight years ago and will be graduating this May. I appreciate the fact that I was always accepted as just another student and was comfortable. My Harper experience has really made me grow as a person to realize my potential. I was always encouraged. I appreciate the services available for adult students and especially women adult students. It is nice to know what support is there if you need it. I cannot say enough nice things about Harper.
- I really liked Harper. I liked the small classrooms and most of my professors. Professor Faham was my favorite. He can explain very well. I learned a lot at Harper in a short time. The classes I took were excellent. The only complaint I have is the long distance from the parking lots to the buildings. It is very cold during January at 7:00 a.m.

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OTHER COMMENTS (continued)

- I am a full-time mother and housewife. I attend Harper only to fulfill my personal needs. And for the most part find the teachers very interested and informative. It has been very worthwhile. I may not be a typical student as I have no specific career goals, but attend Harper because I want to.
- As an older student with four children I did not participate in any non-classroom activities.
- Overall, I really enjoyed my two years at Harper. The classes were great and teachers well qualified. I also feel that this alumni follow-up questionnaire is fantastic.
- Good teachers - Mohrlen/math, Scott/math, Carroll/engineering, Siedband/physics. Poor teachers - night classes usually do not do the job.
- Engineering courses should be updated and some more classes added that could be offered during the summer so I and others could work at home and take those classes part time instead of returning or staying at the university where it costs so much more since it is easier and more convenient at home.
- I think that Harper was a good school to go to overall. It had a very good selection of courses that I think should be continued.
- I came to Harper as a returning student (I am 27 years old) and found that Harper was a great place to get back into the swing of things and begin thinking like a student again. However, I would have appreciated some sort of program set-up for returning adult students - there are many at Harper. I found the quality of teaching on the whole, very good. As mentioned above, Dr. S. Korbel really prepared me for the University of Chicago with her rigorous teaching methods. However, one professor stands out as a negative aspect and that person taught PSY-101 as an extremely poor and bizarre class. I received an "A" in there, just so you don't think that I am bitter about something! Harper's standards really benefitted me - the requirements for graduating really helped when it came to being accepted into the U. of C. The U. of C. was pretty impressed also, they gave me advanced standing in nearly every class from Harper! One thing that I do suggest is changing those descriptions of classes in the course book. A lot of them sound like "Mickey Mouse" courses when they are not at all! I really had to fight my case on a few of them to receive credit! Your staff can rest assured that I really stick up for the quality and standards of Harper every time I am confronted by staff or faculty of the University of Chicago.
- I think Harper is an excellent junior college. All my professors were good.
- I was involved with some student activities at Harper and I enjoyed my involvement. It is too bad that more people do not get involved.
- Harper has a better class scheduling system than most colleges and universities. I have learned that most others do not check for class conflicts or list available classes on the computer or update a students schedule while he waits. I went through your system once and U. of W. Oshkosh's four times. Talk about being spoiled.
- Library was too noisy to study but found almost all material needed to do well.
- Harper counselors need to make it clearer about the procedure for transferring to students beginning at Harper - those who know they will be transferring.
- Harper should continue to employ high quality professional teachers. I never had any problems with any teachers and most turned out to be as good or better teacher than ones I have encountered at a four-year institution. Dr. Ostrowski and Mr. Kimmet deserve notice as being excellent teachers.
- I was very satisfied with all aspects of Harper and I feel well prepared to go away to school in the fall.
- I was very satisfied with my time spent at Harper. The full-time faculty was superb; however, I found the part-time staff to be unavailable and very poorly prepared.
- Harper should improve their registration system. I would have liked to be assigned a counselor who works as teacher in my major. Besides these two problems I found Harper to be much better in all other aspects than the college I now attend.
- I think Harper is a fine school and it served its purpose for me. I was able to take classes and learn and was able to transfer all of these classes to a 4-year school, and did this for a cost of around $2,000 instaed of $10,000 it would have cost here at the U of I.
- Super School -- am now taking an accounting class after I graduated last May. I plan to take a class every year to continue to "grow". I am 51 years old, female, and did not work outside my home for 28 years. I found a whole new world at Harper and I would recommend Harper to any women or man who wants to find "new horizons" out there.
- I enjoyed Harper very much - I found people to be very friendly - I am glad I chose Harper over a four-year institution.

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OTHER COMMENTS (continued)

- The paper is horrid - if pertinent information (such as importance of an associates degree) were in there every once in a while it might improve that gossip and petty nit-picking going on there.
- Harper is a good stepping stone if you are not certain about college. They have a good variety of fields. And your summer sessions help to pick up credits for the university I am now attending.
- Survey too long -- Registrar not at all helpful.
- Wish it was a four-year college. Especially liked diversity of students and night classes - more mature atmosphere with night classes.
- I would like to continue an education but there is no state (public) college available. Northern said they would not take **all of my** liberal studies credits. I wish we had a four-year college at Harper. I know **many** other people who would have continued if they had a public institution available.
- I think that the College should start giving its journalism program and faculty a little more of the recognition that it deserves before it is too late. Harper should realize and be proud of this dynamite program and the two professors that run it. In my opinion it is one of the best things the College has going for it.
- A very good school. I would highly recommend this institution.
- I really did enjoy attending Harper. The only complaints I have is that the counseling system was awful.
- The time I attended Harper was a great experience. All should be proud of the jobs performed. I feel the academic standard rank very close to any major university.
- I was enrolled in the nursing program. I feel that the instructors were not very helpful. They saw me have problems and did not offer any assistance. I lacked self-confidence in procedures, my instructors saw it and did nothing to help. They just flunked me. I went through the program twice with no help or offer of assistance or warning of upcoming problems. I feel I put in a lot of time and money into an education and they owed me at least a warning.
- The faculty, facilities, and atmosphere was excellent for learning.
- I do not really feel I got much out of attending Harper except in math and economics courses. I also, unfortunately, had some pretty bad teachers which, in turn, influences my opinion of Harper.
- For the most part the faculty is a superior group of fine concerned individuals. The courses are meaningful and a pleasure to take part in - a very special pat on the back should go to your science department - especially Jack Gallager. I can not thank them and him enough for what he has given me. He taught me very very much and made learning a fun thing.
- Because people are on such different schedules, it makes it hard to really get involved in school activities and the people that attend Harper - not sure what to suggest but I feel something should be done to get people more involved.
- I feel Harper was an excellent school. It thoroughly prepared me for a 4-yr. school.
- Harper well prepared me for my studies at Loyola. The foundation I received there is outstanding. However, I strongly suggest the professors use more essay testing. Objective tests are virtually unheard of in most four-year institutions. I would also suggest that the counselors encourage students to decide on a major in their second year if they intend to go on in their education. It can save a student time and expenses if he/she is entering with a known major. Thank you for the opportunity to express my opinions and for being a concerned institution. Keep up the good work!
- My graduation was postponed due to an incorrect evaluation - was prepared to transfer to NIU until (NIU notified me) that I did not have 60 hours. (AA degree) Registrars people seem to have to deal with many people -- I know it is hard, but their procrastination postponed my college education by one entire year.
- The campus with all the land that Harper owns should build some dormatory buildings. This would increase the social support the school is lacking from the majority.
- I feel that Harper should find instructors for engineering that are as competent as they have there in math and chemistry.
- Thought the evening instructors I had were very competent. The selection and scheduling of evening classes enabled me to meet U of I requirements while working full time. In short, I think the evening program was very helpful. I enjoyed playing piano in music building - half an hour each week. Thanks.
- As different as I thought at the time I was attending Harper, I believe I had fairly excellent teachers.
- If Harper had been a four-year university, I would have stayed.
- I enjoyed Harper. I am very glad I went to college there before transferring to ISU.

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OTHER COMMENTS (continued)

- I enjoyed attending Harper. As an adult returning to school, the faculty and advisors made me feel comfortable and encouraged me. All my classes were helpful and interesting. At this point I cannot say if there would have been other classes that would have benefited me. I am a new student at the U of I., therefore I am unable to determine if anything was unavailable at Harper - although I doubt it - Harper is an excellent school.
- I liked the courses at Harper. The reason I stopped school was to work full time. The only thing I really did not like was that it is so impersonal there and hard to meet people unless you are in a class in which you must interact with each other.
- Tutoring center gave me excellent help and I was constantly impressed with the students who did the tutoring. I considered it an invaluable aid (math, accounting) Barb Evenson is excellent! Ray Wright was an outstanding DPR teacher.
- From a potential art teacher I think that Harper could expand on its art department to include things such as jewelry, weaving, off-loom weaving, etc. Also, I feel that art education should be added to the list of career choices and there should be classes based on it.
- It may sound strange, but I made a significant about face in my way of thinking, for that I am grateful. You have got a fine junior college but I think more emphasis should be put on requirements such as history and philosophy, literature -- without this kind of knowledge one cannot really consider one's self "educated" and therefore become an aware human being who may eventually do something about the mess the world is in, more than ever today.
- It was a great experience for me but made me become very attached. To grow you have got to move on! The faculty, staff and general employees were fantastic - this means all levels!
- Very satisfied and proud to have been a Harper student. I feel that Harper could be better if those in charge took more seriously the fact that it is a 2-year college and some of the things that 4-year colleges have simply cannot work at Harper. No one lives there so the campus atmosphere is gone. Accept it, and find other ways to strengthen the academic programs.
- I like Harper enough to pay out-of-district fees which since I have a son attending IIT, should tell it all. Harper helped me realize my life's goal.
- I feel Harper College is an asset to the community.
- Good school - highly respected by other universities.
- Financial aid was very good in helping friends of mine.
- The parking lot is far too distant from the buildings. Winter weather is terrible when you have to walk so far.
- I made a few close friendships at Harper which meant a lot to me - teachers to be commended: Mrs. M. Scott, Theil, Oeester, McCauley, Wachlin, Gintowt. Physics and calculus was not taught well -- too hard to get good grade. Student activities refused to book my rock group for a free concert. Keep dental hygiene.
- There should be more electric typewriters for student use. Every time I went to use one of the four, three were being used and at least one was broken.
- Harper was a good school overall. No major complaints.
- Harper is the best 2-year college known to me. Though women's scholarship for athletics to 4-year schools are scarce, there should be more given to deserving athletes. Thanks, I think Harper is great!
- I was very disappointed in your art program. I came from a good art background and had, through the years, the best of teachers. When I got to Harper I found myself frustrated at the level at which the teacher taught and grew angry when he tried to drastically change my conservative, but comfortable style. It was too easy. We were not allowed to deviate though we were far ahead of other students. Dr. Muchmore is a gem -- keep him at all costs. Others of exceptional quality: Drs. J. Arnesen, K. Keres, D. Callin, and K. Stronoff.
- Harper was excellent to me -- I really enjoyed the program.
- Good junior college to provide transition to a university later on -- but needs to make its requirements a bit more stringent both in classes and admissions. Overall - a good school.
- I felt that a lot of people did not get to know many others and that the atmosphere is prevalent at Harper. I hope that it changes someday for others.
- I think that going to Harper was beneficial for me. All but one of my courses were accepted at NE, so I really had no trouble transferring.
- Harper College was a great place, and it prepared me well for my transfer to UMO. I took a wide range of courses, found them all extremely interesting, and basically I learned a lot. If I had it all to do over again, I would come back to Harper.
- A non-technical computer course, within the business program, would have been helpful. Higher course levels in some subjects would be of great help, particularly in material management course. Presently, the course does not qualify one for anything in particular.

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OTHER COMMENTS (contineud)

- When I started taking classes at Harper I was a returning student after twelve years of working, being a housewife and mother. The staff, and especially the students made my return an easy and enjoyable experience.
- One of the best junior colleges in the U.S. - everything possible is available at Harper. The fees are quite affordable. I wish Harper was a 4-year college because it would be a blessing to register there in order to finish my bachelors degree. I will never forget my year at Harper.
- The part-time evening student should be given more consideration when programs and activities are planned.
- Enjoyed all my classes especially those in criminal justice. My teachers were all excellent. I learned a great deal from them - also the psychology program was excellent.
- I liked the school very much and am definitely planning to come back either in summer or fall.
- A very good learning institution. It helped me prepare for my current college curriculum. Only regrets are the social life of students and the transcript discrepancy.
- I feel the equipment in the physics lab is great. It helps prepare the student for transfer. I feel up-to-date equipment is mandatory, especially in the area of science. We could use more. I feel I have gotten a good foundation in my field. The vast majority of my teachers were excellent.
- I am very impressed with Harper as a whole. Attending Harper has changed my life. It has given me the courage, self-esteem and knowledge to go on to a university. In comparison to NIU, I hold Harper higher and would recommend it to anyone.
- I felt Harper was a very fine place to attend college. I enjoyed my time at Harper and felt that it was a rewarding experience.
- Very good start. I am glad I chose not to go away to a four-year school right away. It gave me a chance to get my act together at home and prepared me quite nicely for the following 2 years. I would highly recommend Harper.
- I followed the advice of Ray Hylander. He made my transfer as smooth as can be.
- There seems to be a lack of interest on students part to get involved in school activities.
- When I was attending Harper there were some good math teachers and some bad. There were more good than bad. I hope you continue looking for good math teachers.
- Not enough classes scheduled in the evening. Some of the required courses for my major were not offered in the evening. The only time I can afford to attend, thereby leaving me short of a full two years of education.
- Harper is a good beginning college experience, especially for those who have not decided on a specific major but want to start college and maybe go on. It is also a very good college. It has many available programs for degrees. Harper was an overall good experience for me. I never wanted to go to a four-year school, but I did want to get my AA.
- I felt the best thing I ever did for myself was to play on the womens tennis team. I really felt a sense of pride and accomplishment playing for Harper. A comment about financial aid -- initally at Harper I did receive financial aid. Then the following semester they told me I needed my parents tax forms again, etc., and in general, I felt they gave me the runaround. It was very discouraging talking to them so I did not bother applying again. I had to take out a student loan and pay for everything myself. Thank you.
- I found my time at Harper to be most beneficial in my over-all life. It was exciting and they cannot take that away.
- Its faculty is its best resource!
- The instruction at Harper was excellent. My teachers at Harper were the best and most concerned and most interested that I have ever had. However, my specific education leaves me a little behind at the University of Illinois.
- I feel that more programs (classes, tutorials, etc.) are needed for honor students. I would like to see a more extensive theater department developed at Harper. Credit should be offered to those students heavily involved in student activities - on a selective basis.
- Should have more activities that will keep students on campus and interacting.
- Harper's image is a continuation of high school. There are a lot of people who do not even consider it a college. Something should be done to get rid of this image. The attitude of students would change and therefore there would be a change in performance overall.
- I think the many courses and all the different times that they are offered is the best thing about Harper College. When I looked around for a four-year school to attend after graduating from Harper I could not find a school with as many course offerings and course times as what Harper has.

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OTHER COMMENTS (continued)

- Harper is an excellent learning institution. I did not feel this way when I attended Harper, but having attended Elmhurst, I can now appreciate Harper.
- Harper is a good college, whether plans include transferring to a four-year college or career development. I have found Harper has a good reputation, while offering good educational opportunities and remaining affordable.
- I would recommend someone going here then transferring to a university.
- After going away to a four-year university, I decided to return to Harper because I feel the faculty is outstanding and very highly regarded among other colleges, even in Minnesota. The programs are very well organized and the secretarial program is exceptional. I think the counseling department could use a lot of help.
- I am glad I went to Harper.
- I never realized how dedicated and enthusiastic the faculty was until I experienced the opposite at the school I am now attending. Of 22 courses, I cannot say I had one "bad" teacher and believe me, it makes a difference. I also wish I had spent more time getting involved with the other students in outside activities -- Live and learn.
- Glad I attended for two years.
- Harper is a fine junior college; however, as a professional musician I feel that the counselors need to be better informed as to the music curriculum of other schools as well as income producing "sub-fields" that a musician may explore for monetary gain. Not counselors who have a misinformed predication that you have to be Liberace to make it as a musician.
- Unusually good junior college. I was always impressed by the caliber of the instructors both in music and foreign language - German.
- Overall, a very good institution.
- I think some of the teachers, such as Ms. Keres, and Mr. Norris, and some of the classes were much more challenging than those at my present college. I was also very impressed by Mr. McGrath's interest in the students and Harper.
- Other than the counseling confusion, I really enjoyed my time at Harper. It was a very good experience for me.

Summary of Other Comments

	1981		1983	
	N	PCT	N	PCT
Positive Comments	81	49.1	99	70.2
Mixed Comments	36	21.8	19	13.5
Negative Comments	48	29.1	23	16.3
	165	100.0	141	100.0

Comment Summary -- Types of comments mentioned more than ten times

Type of Comment	Times Mentioned 1981	1983
Overall Experience - always very positive	89	73
Full-Time faculty - Over 80 percent very positive	35	40
Student Services - Very mixed	--	25
Harper as a stepping stone to a four-year college - Almost all very positive	21	23
Value of specific academic programs - Very mixed	--	19
Student activities - Wishing there were more, wishing more student participation, or wishing they had participated.	24	14
Counseling - Very negative	11	10
Campus environment - Very mixed	--	9
Financial advantage of attending Harper	12	7
Interaction with other students & staff on campus - Evaluation very mixed	12	6
Wished Harper would become a four-year college	15	11

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Data Section Comparing Alumni Leaving Harper versus Alumni Remaining at Harper for a Third Year

	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
	1977	1979	1981	1983	1977	1979	1981	1983
Percent remaining in an identical field					36.2	37.2	24.8	31.2
Percent remaining in an identical or closely related field					56.8	64.6	51.4	54.5
Present Status								
Employed full time, not in college	0	0	0	0	22.1	15.6	21.6	24.0
Employed full time, enrolled part time	44.4	39.3	38.9	31.5	4.7	2.8	3.8	2.3
Employed full time, enrolled full time	5.0	9.8	2.8	3.6	1.0	.9	3.1	1.6
Enrolled full time, employed part time	14.8	12.5	17.6	18.9	20.5	24.1	19.1	17.5
Enrolled full time, not employed	4.9	10.7	11.1	11.7	44.5	46.7	37.6	45.3
Enrolled part time, employed part time	18.5	14.3	19.4	22.5	1.9	.5	1.4	1.9
Employed part time, not in college	0	0	0	0	1.9	4.2	7.7	4.2
Enrolled part time, not employed	12.4	13.4	10.2	11.7	0	1.4	1.6	.5
Armed services	0	0	0	0	.3	0	.5	.2
Unemployed, but seeking employment	0	0	0	0	.9	.9	2.3	1.1
Homemaker	0	0	0	0	2.2	1.0	.7	.9
Other unemployed	0	0	0	0	0	1.9	.7	.5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	--	112	108	111	317	212	575	570
Percent Still at Harper	20.4	34.6	15.8	16.3				
Educational Goals								
Presently enrolled full time	24.7	33.0	31.5	34.2	65.9	71.7	59.9	64.4
Presently enrolled part time	75.3	67.0	68.5	65.8	6.6	4.7	5.9	4.7
Plan to return to college next year	0	0	0	0	10.4	8.0	16.1	13.7
Plan to return to college some day	0	0	0	0	9.2	6.6	7.7	6.5
Presently enrolled in specific training program	0	0	0	0	.3	.5	1.0	.5
No plans to continue education	0	0	0	0	3.8	3.8	2.3	4.6
Educational plans unknown	0	0	0	0	3.8	4.7	7.1	5.6
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	81	112	108	111	317	212	574	570

Data Section Comparing Alumni Leaving Harper versus Alumni Remaining at Harper for a Third Year (continued)

Graduation Status	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
	1977	1979	1981	1983	1977	1979	1981	1983
A.A. Degree	12.4	39.3	4.6	11.7	48.4	43.1	34.2	35.3
A.S. Degree	3.7	14.3	11.6	5.4	15.2	21.8	26.0	22.1
A.A.S. Degree	2.5	4.4	1.9	2.7	1.6	6.6	1.7	3.0
ALS Degree	0	0	0	0	0	.5	0	.3
Combination of Degrees	1.2	2.7	.9	0	1.6	2.8	1.7	1.4
Certificate	4.9	.9	2.3	.9	1.6	.5	.5	.2
No Degree	74.3	38.4	78.7	79.3	32.6	24.7	35.9	37.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	81	112	108	111	316	211	574	570
Job Information								
Business or Finance	15.7	24.5	17.5	16.1	16.0	17.2	11.2	17.1
Office or Clerical	11.9	19.3	6.6	5.8	13.6	9.4	12.8	11.1
Food Services	3.0	3.5	13.9	6.9	10.3	11.7	10.2	12.0
Sales	6.7	10.5	4.8	9.2	3.6	2.4	7.4	10.4
Retail Stores - Sales	12.7	8.8	12.1	10.3	12.1	20.3	13.1	9.8
Trades	6.7	7.0	0	6.9	8.4	10.9	5.1	5.1
Medical Fields	4.5	5.3	3.0	5.8	4.8	7.0	4.8	4.5
Computer Field	--	--	6.6	1.1	--	--	2.2	4.5
Educational	1.5	3.5	6.0	5.8	6.6	6.3	2.8	3.9
Unskilled, Custodial	--	--	1.2	4.6	--	--	6.7	3.4
Police, Fire, Security	--	--	3.6	0	--	--	.9	3.4
Communications and Entertainment	0	0	0	1.1	0	3.1	2.7	3.3
Engineering or Related Technology	4.5	3.5	6.0	4.6	5.4	3.1	4.1	2.7
Legal, governmental or political	6.0	1.8	2.4	1.1	2.4	4.7	1.6	2.7
Factory - Semi-skilled	14.9	3.5	8.5	4.6	8.4	3.1	7.0	2.1
Transportation	--	--	1.8	5.8	--	--	2.5	1.4
Environmental or Agricultural	0	0	1.2	2.3	.6	.5	.3	1.4
Arts or Humanities	2.2	.9	2.4	1.1	.6	0	1.6	1.2
Scientific	1.5	5.3	0	2.3	1.2	0	1.1	0
Social or Religious	2.2	2.6	2.4	4.6	3.0	0	1.9	0
Other	0	0	0	0	0	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	67	57	83	87	166	64	316	292

Data Section Comparing Alumni Leaving Harper versus Alumni Remaining at Harper for a Third Year (continued)

Relatedness of Job to Major Field at Harper	Degree of Relatedness	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
		1977	1979	1981	1983	1977	1979	1981	1983
Identical	3	10.6	10.6	12.0	13.8	11.0	16.7	6.5	9.9
Closely Related	2	21.2	29.4	22.9	17.2	11.0	16.6	14.9	15.4
Somewhat Related	1	18.2	24.7	19.3	18.4	18.9	17.7	23.9	17.1
Not Related	0	50.0	35.3	45.8	50.6	59.1	49.0	54.7	57.6
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		66	85	83	87	164	102	322	292
Degree of Relatedness		.92	1.15	1.01	.94	.74	1.01	.73	.78

Status Level	Status Index	1977	1979	1981	1983	1977	1979	1981	1983
Unskilled Labor	1	12.1	10.7	9.8	8.1	15.3	15.8	12.2	7.2
Semi-skilled	2	31.8	23.8	34.1	34.9	36.2	26.7	33.0	27.4
Technician, Skilled Labor or Foreman	3	19.7	22.6	15.3	18.6	16.6	13.9	18.6	16.1
Beginning Professional	4	25.8	29.8	25.6	26.7	28.8	33.7	31.1	38.4
Experienced Professional or Second Line Supervisor	5	7.6	11.9	15.2	10.5	3.1	8.9	4.8	9.9
Creative Scientist, Researcher or Upper Middle Management	6	3.0	1.2	0	1.2	0	0	.3	.3
Vice President or Higher	7	0	0	0	0	0	1.0	0	.7
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		66	84	82	86	163	101	312	292
Mean Index Level		2.94	3.12	3.02	3.00	2.68	2.97	2.84	3.20

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year (continued)

Annual Salary	Alumni Remaining at Harper After Attaining Alumni Status 1977	1979	1981	1983	Alumni Leaving Harper After Attaining Alumni Status 1977	1979	1981	1983
Under $3,328	5.6	0	0	0	0	0	0	0
$ 3,328 to $ 4,159	0	2.1	0	2.6	0	0	0	3.7
$ 4,160 to $ 4,999	0	0	2.4	0	0	0	0	0
$ 5,000 to $ 6,999	2.8	0	0	6.5	16.5	0	0	3.0
$ 7,000 to $ 8,999	8.3	10.4	0	14.3	16.4	8.3	4.3	9.3
$ 9,000 to $ 9,999	13.9	16.7	7.3	9.1	15.2	13.9	5.8	8.5
$10,000 to $11,999	19.4	18.7	9.8	10.4	13.9	19.4	14.4	18.1
$12,000 to $14,999	30.5	14.6	24.4	16.9	17.7	16.7	25.2	20.0
$15,000 to $19,999	13.9	22.9	26.9	18.1	15.2	27.8	29.5	18.9
$20,000 to $24,999	2.8	6.3	17.1	11.7	3.8	8.3	12.9	10.7
$25,000 to $30,000	2.8	8.3	2.4	7.8	1.3	2.8	4.3	4.4
$30,000 to $40,000	0	0	7.3	2.6	0	2.8	2.2	3.0
Over $40,000	0	0	2.4	0	0	0	1.4	.4
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Salary	$12361	$14234	$18039	$14760	$11449	$14500	$16540	$14683
Median Salary	$12000	$12429	$15545	$12808	$10273	$13500	$15000	$13111
Number	36	48	41	77	79	36	139	270

Job Location	Distance Index							
Downtown Chicago	2	1.5	7.0	2.4	3.4	2.4	4.0	4.7	3.4
Outer fringes of Chicago	1	4.5	5.9	5.3	4.6	7.3	12.0	2.5	3.9
Harper District	0	85.1	75.3	79.2	85.1	60.6	33.0	71.0	76.9
Other Chicago Suburbs	1	8.9	10.6	8.9	5.7	9.1	22.0	9.6	7.5
Within 40-100 miles	3	0	1.2	4.2	1.2	5.4	13.0	5.9	2.5
100-500 Miles away	4	0	0	0	0	9.7	13.0	4.4	1.7
More than 500 miles	5	0	0	0	0	5.5	3.0	1.9	4.1
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Distance Index		.16	.34	.32	.21	1.04	1.48	.66	.53
Number		67	85	84	87	165	95	321	292

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Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year (continued)

Educational Data

Class Level	Index Level	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
		1977	1979	1981	1983	1977	1979	1981	1983
Freshman	1	0	.9	0	1.8	.9	.6	.3	.3
Sophomore	2	73.4	50.0	62.2	57.3	4.8	2.5	4.4	5.8
Junior	3	12.6	40.2	26.3	34.6	85.2	68.3	72.3	78.9
Senior	4	5.1	8.0	4.8	1.8	8.7	28.0	21.2	13.0
Graduate School	5	0	0	4.8	1.8	.4	.6	1.0	1.0
Professional School	5	0	0	0	.9	.4	0	.3	1.0
Other	NI	8.9	.9	1.9	1.8	0	0	.5	0
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Index		2.05	2.56	2.51	2.41	3.03	3.25	3.19	3.11
Number of Responses		79	112	104	110	230	161	382	394

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year (continued)

Present Major Field	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
	1977	1979	1981	1983	1977	1979	1981	1983
Business	31.6	35.3	28.2	28.9	34.8	38.0	35.0	35.6
Engineering and Technology	11.4	17.6	13.1	17.1	7.0	8.1	10.4	7.4
Education	0	2.2	3.0	2.7	9.1	6.0	5.4	7.8
Other Social Sciences	1.3	2.9	1.9	2.7	5.4	3.8	5.4	6.5
Health Fields	1.3	8.8	8.9	10.8	3.9	6.0	5.0	4.1
Psychology	0	2.9	3.3	3.6	6.3	2.6	4.4	5.8
Computer Science	2.5	0	5.6	2.7	1.3	1.7	4.3	4.1
Biological Sciences	4.4	5.9	2.3	3.6	3.5	6.8	4.2	5.0
Art	7.6	5.2	4.7	4.5	6.7	5.1	3.5	3.0
Physical Science	1.9	5.9	1.9	2.7	1.7	.9	3.4	.5
Physical Education and Recreation	2.5	1.5	0	0	4.8	1.7	3.1	2.3
English, Literature and Speech	1.3	0	0	0	.9	1.7	3.0	3.0
Journalism	0	0	.2	2.7	2.6	3.0	2.6	6.6
Law Related	8.9	0	2.8	.9	.9	2.6	2.5	.5
Humanities and Liberal Arts	10.1	10.3	16.3	9.0	.9	2.1	1.8	1.8
Math	2.5	0	1.4	2.7	.9	1.7	1.3	1.3
Language	.6	0	2.1	0	1.1	.9	1.2	.1
Home Economics	2.5	0	.5	0	1.7	2.6	1.1	1.3
Music	3.2	1.5	1.9	4.5	1.3	2.1	1.0	2.0
Agriculture and Conservation	0	0	1.9	0	4.3	2.6	.8	.3
Architecture	1.3	0	0	0	0	0	.5	.5
Food Service	1.3	0	0	.9	.9	0	.1	.5
Other	3.8	0	0	0	0	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	79	68	107	111	230	117	382	393

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Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third year (continued)

Degree of Relatedness of Present Major to Major at Harper	Relatedness Index	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
		1977	1979	1981	1983	1977	1979	1981	1983
Identical	3	83.6	52.1	57.4	68.3	46.2	44.4	34.4	41.1
Closely Related	2	5.5	27.4	14.9	13.4	24.7	31.5	33.3	27.4
Somewhat Related	1	7.3	15.0	16.8	5.8	18.1	14.8	21.9	20.6
Not Related	0	3.6	5.5	10.9	12.5	11.0	9.3	10.4	10.9
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Relatedness Index		2.69	2.26	2.19	2.38	2.06	2.11	1.92	1.99
Number of Responses		55	73	101	104	227	162	381	394
Cost of Present College		1977	1979	1981	1983	1977	1979	1981	1983
Less than $500		57.1	33.3	34.0	30.4	4.3	0	2.9	1.8
$ 500 to $ 1,000		31.4	20.9	41.3	38.2	5.1	2.7	2.9	.8
$1,000 to $ 1,500		8.6	6.3	9.3	18.6	8.0	2.7	6.4	2.6
$1,500 to $ 2,000		0	6.2	8.2	6.9	6.5	3.5	5.6	3.1
$2,000 to $ 2,500		0	6.3	1.0	2.9	15.2	8.8	5.9	4.7
$2,500 to $ 3,000		0	6.2	1.0	0	26.8	17.7	6.2	8.4
$3,000 to $ 4,000		2.9	12.5	2.1	2.0	34.1	35.4	21.6	16.7
$4,000 to $ 5,000		0	6.2	1.0	0	0	15.0	21.1	21.7
$5,000 to $ 6,000		0	2.1	0	0	0	14.2	14.2	20.1
$6,000 to $ 7,000		0	0	2.1	1.0	0	0	7.8	6.5
$7,000 to $ 8,000		0	0	0	0	0	0	4.0	5.2
$8,000 to $ 9,000		0	0	0	0	0	0	.8	3.4
$9,000 to $10,000		0	0	0	0	0	0	.3	2.4
Over $10,000		0	0	0	0	0	0	.3	2.6
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Annual Cost		$630	$1590	$ 976	$ 929	$2708	$3496	$3927	$4715
Number of Responses		35	48	97	102	138	113	374	383

University of Illinois - Champaign
Harper Transfer Compared to Other Groups of Students

Starting Fall Year	Number Starting	College	First Term GPA	Second Term GPA	Third Term GPA	Fourth Term GPA	Graduating PCT After Four Terms	Retention Ratio After 4 Terms	Pre-Transfer GPA
1980	42	Harper	3.80	3.81	4.02	4.26	50.0	.83	4.26
1980	610	All Community Coll.Transfers	3.67	3.80	3.95	4.03	39.7	.79	4.29
1980	473	All 4-year Transfers	3.96	4.03	4.06	4.12	37.0	.84	4.22
1980	4,428	All Natives	3.93	4.01	4.07	4.09	58.4	.90	3.95
1981	43	Harper	--	3.76	--	3.93	48.8	.84	4.32
1981	533	All Community Coll.Transfers	--	3.83	--	3.96	41.5	.80	4.31
1981	424	All 4-year Transfers	--	4.00	--	4.09	37.3	.77	4.20
1981	4,471	All Natives	--	4.01	--	4.08	58.9	.80	3.97
1982	43	Harper	3.81	3.90	3.74	3.93	25.6	.79	4.27
1982	762	All Community Coll.Transfers	3.70	3.78	3.89	3.99	35.2	.75	4.28
1982	574	All 4-year Transfers	3.89	3.91	3.99	4.05	38.3	.80	4.17
1982	4,681	All Natives	3.92	4.01	4.05	4.08	59.2	.90	3.94
1983	49	Harper	3.68	3.79	3.82	--	--	.88	4.23
1983	808	All Community Coll. Transfers	3.69	3.81	3.96	--	--	.79	4.30
1983	528	All 4-year Transfers	3.88	3.93	3.99	--	--	.80	4.20
1983	4,629	All Natives	3.94	4.03	4.10	--	--	.86	3.96
Total	177	Harper	3.76	3.81	3.87	4.04	41.4	.84	4.27
Total	2,713	All Community Coll. Transfers	3.69	3.80	3.92	3.99	38.4	.78	4.29
Total	1,999	All 4-year Transfers	3.91	3.96	4.02	4.08	37.6	.80	4.20
Total	18,209	All Natives	3.93	4.02	4.07	4.08	58.8	.87	3.95

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University of Illinois at Champaign

Harper Transfer vs. Other Groups as to GPA by Discipline

Discipline Area	Harper Transfers	All Community College Transfers	All Four Year College Transfers	Native Students	Difference in GPA Between Harper Transfers and Others
Human Resources	4.46	4.17	4.16	4.19	+ .86
Business and Commerce	3.92	3.73	3.87	3.90	+ .27
English and Humanities	4.11	3.92	4.09	4.15	+ .17
Social Sciences	3.96	3.78	3.99	4.07	+ .04
Education	4.40	4.35	4.48	4.54	- .17
Math and Computer Science	3.57	3.57	3.65	3.68	- .19
Engineering	3.96	3.98	4.09	4.02	- .21
Foreign Languages	3.95	3.88	4.11	4.22	- .36
Biological Sciences	3.73	3.76	3.91	3.98	- .46
Agriculture	3.80	4.06	4.07	4.13	- .86
Physical Sciences	3.38	3.57	3.75	3.88	-1.06
Fine and Applied Arts	3.86	4.10	4.25	4.37	-1.14
All Course Areas	3.86	3.83	3.97	4.02	- .24

University of Illinois - Circle

Harper Transfers Compared to Other Groups of Students

Starting Fall Year	Number Starting	College	Pre-Transfer GPA	First Quarter GPA	Second Quarter GPA	Third Quarter GPA	Fourth Quarter GPA	Retention Ratio After Three Quarters
1982	71	Harper Transfers	3.82	3.64	3.53	3.53	3.33	.63
1982	1,288	All Community College Transfers	3.81	3.37	3.43	3.45	3.47	.60
1982	1,307	All Four-Year College Transfers	3.64	3.55	3.59	3.64	3.63	.57
1982	1,398	Natives	3.55	3.48	3.56	3.59	3.56	.84
1983	55	Harper Transfers	3.91	3.78	3.80	4.10	3.80	.76
1983	1,141	All Community College Transfers	3.89	3.40	3.44	3.57	3.60	.61
1983	1,028	All Four-Year College Transfers	3.67	3.56	3.57	3.69	3.60	.57
1983	1,310	Natives	3.64	3.54	3.58	3.65	3.56	.87
Total	126	Harper Transfers	3.86	3.70	3.64	3.81	3.54	.69
Total	2,429	All Community College Transfers	3.85	3.38	3.43	3.51	3.52	.61
Total	2,335	All Four-Year College Transfers	3.65	3.55	3.58	3.66	3.62	.57
Total	2,708	Natives	3.59	3.51	3.57	3.62	3.56	.85

Starting Fall Year	Number Starting	College	Av. GPA Of 4 Qtrs
Total	126	Harper Transfers	3.70
Total	2,429	All Community College Transfers	3.44
Total	2,335	All Four-Year College Transfers	3.59
Total	2,708	Natives	3.56

Starting Fall Year	Number Starting	College	Sixth Quarter	Retention Ratio After Six Quarters
1981	54	Harper Transfers	3.77	.61
1981	1,078	All Community College Transfers	3.64	.47
1981	1,289	Four-Year College Transfers	3.55	.44
1981	1,368	Natives	3.61	.76

University of Illinois at Chicago - Circle

Harper Transfers vs. Other Groups as to GPA By Discipline

Discipline Area	Harper Transfers	All Community College Transfers	All Four-Year College Transfers	Native Students	Difference in GPA Between Harper Transfers and Others
Biological Science	3.71	3.25	3.37	3.33	+1.18
Education	4.63	4.24	4.23	4.38	+1.04
Social Sciences	4.03	3.54	3.72	3.80	+1.03
English and Humanities	4.21	3.87	3.97	3.92	+ .87
Business Administration	3.75	3.46	3.45	3.48	+ .86
Foreign Languages	3.93	3.51	3.72	3.78	+ .78
Math	3.41	3.25	3.25	3.31	+ .42
Architecture and Art	3.97	3.66	4.02	3.86	+ .37
Engineering	3.76	3.61	3.68	3.79	+ .20
Physical Sciences	3.41	3.41	3.48	3.45	- .11
All Courses	3.71	3.46	3.59	3.57	+ .51

Southern Illinois University at Carbondale -- 1982-1984

Harper Transfers vs. Other Groups as to GPA by Discipline

Discipline Area	Harper Transfers	All Community College Transfers	Native Students	Difference in GPA Between Harper Transfers And Other Groups
Human Resources	3.10	2.99	2.88	+.33
School Tech Careers	3.06	3.03	2.85	+.24
Commercial and Fine Arts	2.84	2.80	2.80	+.08
Agriculture	2.87	2.84	2.89	+.01
Liberal Arts	2.44	2.46	2.50	-.08
Business Administration	2.38	2.46	2.48	-.18
Science	2.14	2.26	2.31	-.29
Education	3.11	3.46	3.22	-.46
Engineering and Technology	2.43	2.69	2.66	-.49
All Courses	2.50	2.70	2.54	-.24

Illinois State University -- 1984-1985
Harper Transfers vs. Other Groups as to GPA by Discipline

Discipline Area	Harper Transfers	All Community College Transfers	Four-Year College Transfers	Native Students	Difference in GPA Between Harper Transfers and Other Groups
Criminal Justice	2.79	2.65	2.79	2.46	+ .47
English	2.56	2.35	2.65	2.36	+ .32
Curriculum and Instruction	3.57	3.38	3.54	3.50	+ .29
Special Educational Dev.	3.37	3.18	3.50	3.23	+ .20
Social Anthropology and Sociology	2.66	2.52	2.80	2.56	+ .10
Math	2.18	2.08	2.26	2.15	+ .05
Health Science	2.92	2.97	3.02	2.79	- .02
Finance and Law	2.70	2.67	2.72	2.74	- .03
HPERD	3.04	2.98	3.09	3.10	- .05
Psychology	2.41	2.48	2.55	2.37	- .17
Political Science	2.38	2.34	2.59	2.38	- .17
Foreign Languages	2.99	3.00	3.00	3.15	- .18
Economics	2.25	2.31	2.40	2.24	- .20
Philosophy	2.31	2.20	2.52	2.42	- .21
Communication	2.61	2.61	2.74	2.73	- .25
Accounting	2.50	2.50	2.61	2.64	- .25
Art	2.99	3.10	3.12	3.01	- .26
Management and Marketing	2.64	2.69	2.83	2.80	- .40
Social Work	3.05	3.16	3.36	3.07	- .44
Business Education and Adm. Services	2.70	2.82	2.88	2.84	- .44
History	2.30	2.34	2.67	2.36	- .47
Biological Sciences	2.15	2.30	2.46	2.23	- .54
Home Economics	2.87	2.99	3.20	2.96	- .54
Chemistry	2.01	2.11	2.31	2.22	- .61
Theater	2.72	2.89	3.07	2.82	- .62
Industrial Technology	2.44	2.81	2.78	2.62	- .89
Applied Comparative Science	2.60	2.89	2.99	2.82	- .90
Music	2.74	3.07	3.29	3.31	-1.45
Geography and Geology	1.97	2.39	2.65	2.35	-1.48
Anthropology	1.71	2.13	2.30	2.20	-1.50
All Courses	2.66	2.66	2.76	2.64	- .08

Western Illinois University -- 1985 Spring

Harper Transfers vs. Other Groups as to GPA by Discipline

Discipline Area	Harper Transfers	All Community College Transfers	Four-Year College Transfers	Native Students	Differences in GPA Between Harper Transfers and all Other Groups
Geography	2.78	2.35	2.65	2.16	+1.18
Home Economics	3.27	2.91	2.95	2.94	+1.11
Law Enforcement	3.15	2.98	2.91	2.81	+ .75
Accounting	2.41	2.24	2.01	2.42	+ .56
Psychology	2.82	2.62	2.83	2.60	+ .41
Sociology, Anthropology	2.91	2.84	3.17	2.65	+ .07
Computer Science	2.30	2.29	2.39	2.32	- .10
Math	2.21	2.20	2.37	2.17	- .11
English and Journalism	2.63	2.78	2.89	2.61	- .39
Marketing, Finance, Transportation	2.71	2.75	2.90	2.89	- .41
Physical Education	3.11	3.26	3.24	3.24	- .42
Communication Arts and Sciences	2.72	2.78	3.04	2.82	- .48
Health Sciences	2.66	2.94	3.11	2.72	- .89
Art	2.50	2.91	2.90	2.61	- .92
Management	2.58	2.92	2.93	2.89	-1.00
Music	2.71	3.02	3.16	2.97	-1.02
History	2.30	2.70	2.88	2.49	-1.17
Educational Foundations	2.48	2.85	2.95	2.94	-1.30
Elementary Education and Reading	2.59	3.22	2.98	3.06	-1.49
Economics	1.81	2.43	2.73	2.44	-2.17
All Courses	2.68	2.75	2.86	2.64	- .21

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APPENDIX

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

January 1983

Dear Alumnus:

We are following every alumnus (48 hours or more) of Harper College, and we would like to know what you are now doing and your evaluation of Harper. We would like to secure this information again in three and five years after you leave Harper.

In order for Harper to properly evaluate itself and maintain itself as a quality institution, it is essential to have good information on its former students. Any information you supply will be kept strictly confidential among appropriate college administrators.

We will greatly appreciate your response to the enclosed questionnaire. A stamped self-addressed envelope is enclosed for your convenience.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Planning and
Institutional Research

Enclosure
jc

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HARPER COLLEGE ALUMNI FOLLOW-UP QUESTIONNAIRE

Please give a permanent address where you can always be reached.

_____

_____

_____

This questionnaire contains the following sections:

General Status, Employment, Present Education
and Evaluation of your experience at Harper

Read the following items carefully and for each mark a check ( ) on the line beside the most appropriate alternative. Mark only one alternative per item unless otherwise stated.

GENERAL STATUS

I. Major field while at Harper.

_____ 1. Architecture
_____ 2. Art
_____ 3. Biological Science
_____ 4. Business
_____ 5. Communications
_____ 6. Education
_____ 7. Engineering
_____ 8. Humanities & Liberal Arts
_____ 9. Mathematics
_____ 10. Music
_____ 11. Physical Education & Recreation
_____ 12. Physical Science
_____ 13. Pre-Law
_____ 14. Pre-Medical
_____ 15. Psychology
_____ 16. Other Social Science

II. What is your present status?

_____ 1. I am employed full time but am not enrolled in college.
_____ 2. I am employed full time and am enrolled in college part time.
_____ 3. I am employed full time and am enrolled in college full time.
_____ 4. I am enrolled in college full time and am employed part time.
_____ 5. I am enrolled in college full time but am not employed.
_____ 6. I am enrolled in college part time and employed part time.
_____ 7. I am employed part time but am not enrolled in college.
_____ 8. I am enrolled in college part time but not employed.
_____ 9. I am in the Armed Forces.
_____ 10. I am unemployed and not enrolled in college but am seeking employment.
_____ 11. I am a homemaker not employed nor enrolled in college.
_____ 12. I am not employed nor enrolled in college for some other reason such as illness or in transition, etc.

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III. What are your present educational goals?

_____ 1. I am presently enrolled full time in a college or university. (This includes Harper)
_____ 2. I am presently enrolled part time in a college or university. (This includes Harper)
_____ 3. I plan within the next year to return to college.
_____ 4. I plan to return to college some day.
_____ 5. I am presently enrolled in a specific training program.
_____ 6. I have no plans at present to continue my education.
_____ 7. My educational plans are unknown at this point.

IV. Did you graduate from Harper?

_____ 1. Yes, with AA degree
_____ 2. Yes, with AS degree
_____ 3. Yes, with AAS degree
_____ 4. Yes, with ALS degree
_____ 5. Yes, with a combination of degrees
_____ 6. Yes, with certificate
_____ 7. No

V. If you did not receive a degree from Harper, indicate why you did not.

_____ 1. I am still enrolled at Harper
_____ 2. I have moved
_____ 3. Family responsibilities
_____ 4. Job demand
_____ 5. New job opportunity
_____ 6. Personal problems
_____ 7. I saw no relationship between the courses and my personal, occupational or educational goals
_____ 8. I have not met all the requirements yet
_____ 9. I had taken all courses I originally wanted to take
_____ 10. Harper offered no further courses I wanted
_____ 11. My educational goals were not defined
_____ 12. I preferred transferring to another college
_____ 13. Had no interest in obtaining an associate degree
_____ 14. Other (specify)_____
_____

EMPLOYMENT

If you are employed full time or part time, please answer the following items:

Name and Address of Employer_____
_____

Job Title _____

VI. How would you classify your present occupation?

_____ 1. Social or Religious
_____ 2. Educational
_____ 3. Legal, Governmental or Political
_____ 4. Sales
_____ 5. Business or Finance
_____ 6. Scientific
_____ 7. Engineering/Related Technology
_____ 8. Retail Store Sales
_____ 9. Unskilled Labor/Custodial
_____ 10. Computer Field
_____ 11. Police/Fire/Security
_____ 12. Communication or Entertainment
_____ 13. Medical Fields
_____ 14. Arts or Humanities
_____ 15. Trades
_____ 16. Factory Semi-Skilled
_____ 17. Office or Clerical
_____ 18. Food Service
_____ 19. Transportation
_____ 20. Agricultural or Environmental
_____ 21. Other (specify)_____
_____
_____
_____

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VII. How related is your present job to your major field at Harper?

_____ 1. They are identical
_____ 2. They are closely related
_____ 3. They are somewhat related
_____ 4. They are not related

VIII. Which of the following items best describes your employment status?

_____ 1. Unskilled labor
_____ 2. Semi-skilled labor
_____ 3. Technician, Skilled labor or foreman
_____ 4. Beginning professional
_____ 5. Experienced professional or second line supervision
_____ 6. Creative scientist or researcher or upper middle management
_____ 7. Vice president level or higher

IX. What is your salary range? If part time, use your hourly rate of pay.

_____ 1. Under $5,000 per year or under $2.40 per hour
_____ 2. $ 5,000 - $ 6,999 per year or $2.40 - $3.36 per hour
_____ 3. $ 7,000 - $ 8,999 per year or $3.37 - $4.32 per hour
_____ 4. $ 9,000 - $ 9,999 per year or $4.33 - $4.80 per hour
_____ 5. $10,000 - $11,999 per year or $4.81 - $5.76 per hour
_____ 6. $12,000 - $14,999 per year or $5.77 - $7.20 per hour
_____ 7. $15,000 - $19,999 per year or $7.21 - $9.61 per hour
_____ 8. $20,000 - $24,999 per year or $9.62 -$12.02 per hour
_____ 9. $25,000 - $29,999 per year or $12.03-$14.42 per hour
_____10. $30,000 - $39,999 per year or $14.43-$19.22 per hour
_____11. $40,000 - $49,999 per year or $19.23-$24.03 per hour
_____12. Over $50,000 per year or $24.03 per hour

X. Where is your job located?

_____ 1. Downtown Chicago
_____ 2. Outer fringers of Chicago city limits
_____ 3. Northwestern Suburban Area (Barrington, Hoffman Estates, Schaumburg, Palatine, Rolling Meadows, Arlington Heights, Wheeling, Buffalo Grove, Elk Grove, Mt. Prospect, Prospect Heights)
_____ 4. Outer Chicago area suburbs
_____ 5. Within 40 to 100 miles of Harper College
_____ 6. 100 to 500 miles from Harper
_____ 7. More than 500 miles from Harper

XI. How well did Harper prepare you for your job? Check (✓) the appropriate column by each item.

Preparation	Harper helped me considerably	Harper helped me somewhat	Harper did not help me at all
Specific job knowledge	_____	_____	_____
Technical job skills	_____	_____	_____
Communication skills	_____	_____	_____
Managerial Skills	_____	_____	_____
Maturity and self confidence	_____	_____	_____
Broadened Horizons	_____	_____	_____
Other (specify)_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(over)

TP-84

XII. How did you find your job?

_____ 1. The coordinator of my program helped me find it.
_____ 2. Another faculty member helped me.
_____ 3. A friend or relative helped me.
_____ 4. Newspaper ads
_____ 5. Placement test
_____ 6. Employment agency
_____ 7. State job service
_____ 8. Found my job through another source (specify)_____
_____
_____ 9. I found my job all on my own
_____10. I am working on the same job I had since I first enrolled at Harper.
_____11. Another college helped me

EDUCATION

If you are currently enrolled in college full time or part time, please answer the following items:

XIII. Which college or university are you enrolled in?

_____ 1. Northern Illinois
_____ 2. University of Illinois-Circle
_____ 3. University of Illinois - Champaign
_____ 4. Western Illinois
_____ 5. Southern Illinois
_____ 6. Harper
_____ 7. Illinois State
_____ 8. Loyola
_____ 9. Roosevelt
_____10. Illinois Institute of Technology
_____ 11. University of Iowa
_____ 12. Columbia College
_____ 13. Bradley
_____ 14. Northeastern Illinois
_____ 15. Eastern Illinois
_____ 16. Marquette
_____ 17. Elmhurst
_____ 18. DePaul
_____ 19. University of Wisconsin Madison
_____ 20. Trinity College
_____ 21. Arizona State University
_____ 22. Other (specify) _____
_____
_____

XIV. Which of the following best describes your status?

_____ 1. Freshman
_____ 2. Sophomore
_____ 3. Junior
_____ 4. Senior
_____ 5. Graduate
_____ 6. Professional School
_____ 7. Other (specify)_____
_____

XV. What is your major field presently?

_____ 1. Agriculture and Conservation
_____ 2. Architecture
_____ 3. Art
_____ 4. Biological Science
_____ 5. Business
_____ 6. Education
_____ 7. Engineering
_____ 8. English/Literature/Speech
_____ 9. Home Economics
_____10. Humanities and Liberal Arts
_____11. Language
_____12. Law
_____13. Mathematics
_____14. Medical Field
_____15. Music
_____16. Physical Education and Recreation
_____17. Physical Science
_____18. Psychology
_____19. Other Social Science
_____20. Journalism
_____21. Computer Science
_____22. Food Service
_____23. Other (specify)_____
_____

XVI. How related is your present major to your major at Harper?

_____ 1. They are identical
_____ 2. They are closely relaetd
_____ 3. They are somewhat related
_____ 4. They are not related.

XVII. What portion of the courses which you took at Harper were you able to transfer? If you do not know for sure, make the best guess you can.

_____ 1. 0-20 percent
_____ 2. 20-40 percent
_____ 3. 40-60 percent
_____ 4. 60-80 percent
_____ 5. 80-90 percent
_____ 6. All but 2 or 3 courses
_____ 7. All but one course
_____ 8. Transferred all courses

XVIII. What is your approximate cumulative grade point average on a 4.0 basis at the college you now attend? Check ( ) the closest GPA.

A -- _____ 4.0 _____ 3.8 _____ 3.6 _____ 3.4 _____ 3.2

B -- _____ 3.0 _____ 2.8 _____ 2.6 _____ 2.4 _____ 2.2

C -- _____ 2.0 _____ 1.8 _____ 1.6 _____ 1.4 _____ 1.2

D -- _____ 1.0

At your present college, have you participated in any honors programs or honor society which you feel are of benefit to you and perhaps should be offered at Harper? If so, please describe. _____

_____

_____

XIX. How much does it cost you or your family per year to attend your present college? Include tuition, books, room and board, and personal expenses.

_____ 1. Less than $500
_____ 2. $ 500 - $1,000
_____ 3. $1,000 - $1,500
_____ 4. $1,500 - $2,000
_____ 5. $2,000 - $2,500
_____ 6. $2,500 - $3,000
_____ 7. $3,000 - $4,000
_____ 8. $4,000 - $ 5,000
_____ 9. $5,000 - $ 6,000
_____ 10. $6,000 - $ 7,000
_____ 11. $7,000 - $ 8,000
_____ 12. $8,000 - $ 9,000
_____ 13. $9,000 - $10,000
_____ 14. Over $10,000

Did anything that happened to you at Harper stand out as making the transfer to your present college easier or more difficult? This may include courses taken or not taken, advice or counseling given, difficulty or grading of courses, or any other service received at Harper. If so, please describe.

_____

_____

_____

_____

EVALUATION ITEMS

Please note the following aspects of college as you knew them while at Harper College. Place the appropriate number on the blank preceding the aspect.

1- Excellent
2- Very good
3- Average
4- Borderline Effectiveness
5- Poor or ineffective
* Please check (✓) if you have no basis for rating the aspect

	Harper	College now Attending other than Harper (if any)	
XX.	_____	_____	Teaching faculty
XXI.	_____	_____	Course Selection
XXII.	_____	_____	Admissions Program
XXIII.	_____	_____	Records and Registration
XXIV.	_____	_____	Student activities (lectures, concerts, films. clubs, social events, student government, student publications, game area)
XXV.	_____	_____	Counseling
XXVI.	_____	_____	Illinois job service
XXVII.	_____	_____	Financial Aid
XXVIII.	_____	_____	Health Service
XXIX.	_____	_____	Intercollegiate Athletics
XXX.	_____	_____	Food Service
XXXI.	_____	_____	Intramurals
XXXII.	_____	_____	Learning Resources Center
XXXIII.	_____	_____	Learning Atmosphere
XXXIV.	_____	_____	Other Students
XXXV.	_____	_____	Veterans Office
XXXVI.	_____	_____	Tutor services or study skill improvement courses
XXXVII.	_____	_____	Women's Program
XXXVIII.	_____	_____	Remedial - Developmental courses
XXXIX.	_____	_____	Hearing Impaired Services
XL.	_____	_____	Disabled/handicapped Services
XLI.	_____	_____	Human Potential Course

XLII. Which courses taken at Harper have been of most benefit to you on the job, in college, or in the community? Check (✓) all those that apply.

_____ 1. Anthropology
_____ 2. Architecture
_____ 3. Art
_____ 4. Astronomy
_____ 5. Biology
_____ 6. Career Planning and Development
_____ 7. Chemistry
_____ 8. Child Development
_____ 9. Data Processing
_____ 10. Economics
_____ 11. Education
_____ 12. English
_____ 13. Foreign Languages
_____ 14. General Business
_____ 15. Geology
_____ 16. History
_____ 17. Human Potential Seminar
_____ 18. Humanities
_____ 19. Literature
_____ 20. Mathematics
_____ 21. Mechanical Engineering
_____ 22. Philosophy
_____ 23. Physical Science
_____ 24. Physical Education and Recreation
_____ 25. Physics
_____ 26. Political Science
_____ 27. Psychology
_____ 28. Secretarial Science
_____ 29. Sociology
_____ 30. Speech

XLIII. Which courses taken at Harper have been of least benefit to you on the job, in college, or in your community? Check ( ) all those that apply.

_____ 1. Anthropology
_____ 2. Architecture
_____ 3. Art
_____ 4. Astronomy
_____ 5. Biology
_____ 6. Career Planning and Development
_____ 7. Chemistry
_____ 8. Child Development
_____ 9. Data Processing
_____ 10. Economics
_____ 11. Education
_____ 12. English
_____ 13. Foreign Languages
_____ 14. General Business
_____ 15. Geology
_____ 16. History
_____ 17. Human Potential Seminar
_____ 18. Humanities
_____ 19. Literature
_____ 20. Mathematics
_____ 21. Mechancial Engineering
_____ 22. Philosophy
_____ 23. Physical Science
_____ 24. Physical Education & Recreation
_____ 25. Physics
_____ 26. Political Science
_____ 27. Psychology
_____ 28. Secretarial Science
_____ 29. Sociology
_____ 30. Speech

XLIV. Are there courses which, had they been included in your curriculum, would have benefited you now on your job, in college, or in your community?

_____
_____
_____
_____

XLV. Was the Learning Resources Center (first and second floor, F Building) of help to you while attending Harper? Check ( ) those that apply.

_____ 1. I very seldom or never used the Center
_____ 2. I found the Center a good place to study
_____ 3. It was easy to find and check out almost all the books I needed
_____ 4. The audiovisual material available in the media section was very helpful
_____ 5. I had trouble getting much of the material I needed (Explain) _____
_____
_____
_____
_____ 6. Other _____
_____
_____
_____

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ACADEMIC COMPUTER USAGE

XLVI. Have you ever used the main computer using batch programs in Building A?

_____ 1. Yes _____ 2. No

If you have, did you ever have any problems using the computer or getting good turnaround time?

_____ 1. Yes _____ 2. No

If yes, explain _____

_____

XLVII. Have you ever used the instructional computer terminals in Building D?

_____ 1. Yes _____ 2. No

If you have, did you ever have problems getting access to the computer or have any problems using the terminal?

_____ 1. Yes _____ 2. No

If yes, explain _____

_____

XLVIII. Have you ever used the instructional computer terminals in Building I?

_____ 1. Yes _____ 2. No

If you have, did you ever have problems getting access to the computer or have any problems using the terminal?

_____ 1. Yes _____ 2. No

If yes, explain _____

_____

XLIX. Describe any other instructional computing facility you have used while at Harper _____

_____

_____

L. Has using the computer or the terminals helped you in your present situation?

_____ 1. Yes, it has helped me (explain) _____

_____

_____ 2. No, it has not helped me (explain) _____

_____

_____ 3. I did not use the computer or terminals at Harper.

STUDENT GOALS AND SERVICES

LI. How many times did you change your educational or vocational goals as a result of attending Harper?

_____ 1. More than one major change
_____ 2. One major change
_____ 3. Made only minor change(s)
_____ 4. I am not sure I made a change
_____ 5. Never

Also, if you made changes, check ( ) what services you used.

_____ 1. Counseling
_____ 2. Career Library
_____ 3. Illinois job service
_____ 4. Talk with faculty
_____ 5. Talk with friends or relatives
_____ 6. Specific course helped me
_____ 7. Magazine articles and job opportunity ads.
_____ 8. I made decision all by myself without help
_____ 9. Four-year college literature and catalogs
_____10. Other (specify) _____
_____

LII. How do you feel about the academic advising you received at Harper? Check ( ) those appropriate.

_____ 1. I saw a counselor only as required at registration.
_____ 2. I needed academic advice but did not ask for it.
_____ 3. I readily received help from a counselor.
_____ 4. I had trouble getting the counseling help I needed.
Explain: _____
_____ 5. The advising I received from a counselor was not very helpful to me.
Explain: _____
_____ 6. The advising I received from a counselor was very helpful to me.
Explain: _____
_____ 7. I received helpful advice from a faculty member.
_____ 8. I received advice from a faculty member that was not helpful.
Explain: _____

LIII. How do you feel about the Financial Aid Office? Check ( ) those appropriate.

_____ 1. I did not require or qualify for any financial aid.
_____ 2. I might have qualified for financial aid, but I never got around to applying for it.
_____ 3. I applied for financial aid but was turned down. I was very dissatisfied with the operation of the Financial Aid Office.
_____ 4. I applied for financial aid but was turned down. However, I was reasonably satisfied with the performance of the Financial Aid Office.
_____ 5. I received financial aid, but I was not satisfied with the performance of the Financial Aid Office.
_____ 6. I received financial aid, and was very satisfied with the performance of the Financial Aid Office.
_____ 7. The Financial Aid Office at Harper helped me secure financial aid at the institution I am now attending.

LIV. Check which student activities or non-classroom experiences were of most benefit to you. If not applicable, leave blank. Do not consider counseling.

_____ 1. Guest speaker
_____ 2. Concerts
_____ 3. Films
_____ 4. Clubs
_____ 5. Intramural Sports
_____ 6. Varsity Athletics
_____ 7. Harbinger
_____ 8. Radio Station - WHCM
_____ 9. Mini courses
_____ 10. Human Potential Seminars
_____ 11. Point of View
_____ 12. Field trips
_____ 13. Studio Theater
_____ 14. Student Senate, Program Board, etc.
_____ 15. Band, Orchestra or Choral Group
_____ 16. Pom-pon squad
_____ 17. Peer Counseling
_____ 18. Other (specify) _____
_____

LV. Check which student activities or non-classroom experiences at Harper were of least benefit to you? If not applicable, leave blank. Do not consider counseling.

_____ 1. Guest Speaker
_____ 2. Concerts
_____ 3. Films
_____ 4. Clubs
_____ 5. Intramural Sports
_____ 6. Varsity Athletics
_____ 7. Harbinger
_____ 8. Radio station WHCM
_____ 9. Mini Courses
_____ 10. Human Potential Seminars
_____ 11. Point of View
_____ 12. Field Trips
_____ 13. Studio Theater
_____ 14. Student Senate, Program Board, etc.
_____ 15. Band, Orchestra or Choral Group
_____ 16. Pom-pon squad
_____ 17. Peer Counseling
_____ 18. Other (specify)_____
_____

LVI. Make any other comments you wish to make concerning Harper College.

_____

_____

_____

_____

HARPER EXPERIENCES

LVII. How many hours did you work per week while attending Harper?

_____ 1. I did not work
_____ 2. 1 to 5 hours
_____ 3. 6 to 10 hours
_____ 4. 11 to 15 hours
_____ 5. 16 to 20 hours
_____ 6. 21 to 25 hours
_____ 7. 26 to 30 hours
_____ 8. Over 30 hours

LVIII. How would you describe this work?

_____ 1. It was identical to what I am now doing.
_____ 2. It was related or beneficial to what I am now doing.
_____ 3. It was of little benefit to what I am now doing except that it helped pay my way through college.

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LIX. How many hours per week did you spend in student activities or non-classroom experiences such as student publications, government, clubs, etc.

_____ 1. I did not participate
_____ 2. 1 to 3 hours per week
_____ 3. 4 to 7 hours per week
_____ 4. 8 to 12 hours per week
_____ 5. Over 12 hours per week

LX. How many hours per week did you spend informally -- such as in bull sessions, in the cafeteria or lounge, playing cards or pool, etc.?

_____ 1. Less than one hour
_____ 2. 1 to 6 hours
_____ 3. 7 to 12 hours
_____ 4. 12 to 20 hours
_____ 5. Over 20 hours

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